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ABSTRACT

The purpose of the practicum described in this report was to develop a competency-based vocational articulation pilot project between Mercer County Community College (MCCC) located in Trenton, New Jersey, and four secondary schools for three subjects: Typewriting I and II, Stenography I and II, and Office Procedures. Chapters I and II provide an introduction to the minimum competency movement and background information on MCCC and the need for improved articulation between the college and local high schools to reduce curricular duplication. After chapter III reviews the literature on competency-based education, chapter IV discusses: (1) the processes involved in developing competency-based objectives; (2) the evaluation of minimum competencies using criterion-referenced tests based on industry standards; (3) the standards developed by MCCC's Division of Vocational Education to assure the use of competency-based objectives and evaluation methods; and (4) systems for documenting achievement. Chapter V provides lists of the required skills and performance objectives, along with competency tests for each vocational subject. Chapter VI briefly reviews the procedures and methods used to develop the articulation program, and chapter VII summarizes results. Finally, chapter VIII presents a summary, implications, and recommendations. Appendixes contain articulation agreements and sample competency tests. (AAC)

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THE DEVELOPMENT OF A COMPETENCY-BASED VOCATIONAL ARTICULATION PROGRAM BETWEEN MERCER COUNTY COMMUNITY COLLEGE AND FOUR SECONDARY SCHOOLS

by

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

Nova University
August, 1985

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August, 1985

The purpose of this practicum was to develop a competency-based vocational articulation pilot project between Mercer County Community College and four secondary schools in three subject areas: Typewriting I and II, Stenography I and II, and Office Procedures. The project was developed and implemented during the Spring semester, 1985, between Mercer County Community College and Hamilton High North, Hamilton High East, Hamilton High West and Trenton Central High School. It was unanimously endorsed by the college president, superintendents of the Hamilton and Trenton school systems, the four high school principals, high school and college faculty.

Competency-based education focuses on the mastery concept that requires students to demonstrate skills and/or knowledge against preset standards of competency based on actual employment standards. A record of competencies becomes the basis for continuous learning without course

repetition as the student passes from one educational level to another.

The implementation of a competency-based articulation program at Mercer County Community College was developed from a growing realization that there are areas of curricular duplication in the last two years of high school and the first two years of college that could be legitimately recognized at the high school level.

Students going from high school to the postsecondary institution often are not motivated in certain educational programs because they are subjected to unnecessary duplication of courses, particularly in the office skill areas. Therefore, the primary purpose of this project was to serve as a mechanism for a smooth transition from high school to the postsecondary level based on formal demonstration of mastery of selected tasks.

The project required common task analyses, project endorsement by school and college officials, memorandum of understanding, student profile to facilitate the recording of competencies, measurable performance objectives and competency test procedures, in accordance with the terms of the articulation agreement.

Students who completed all of the competencies with a minimum score of 70 percent or higher were eligible to apply for credit by articulation to Mercer County College for a recommended total of 13 credits. Competency forms

will be certified and submitted by the secondary schools to the College's Admissions Office. The program will be evaluated at the end of the academic year, June, 1986. From an extensive review of the literature, it was found that a number of vocational articulation programs based on competencies were implemented successfully between secondary and postsecondary institutions.

One of the significant implications of the practicum is that competency-based education programs serve as a viable means for providing accountability through a thorough systematic procedure for delivering instruction and objective assessment devices. A number of recommendations were made to the College which included the development of a project in other curricula or subject areas within the College, a review of the project by other vocational-technical schools in the area and that it be used to facilitate the placement of all incoming freshmen students into the proper vocational courses.

CHAPTER I

INTRODUCTION

The Minimum Competency Movement. In a little more than a decade, the term "competency-based education" (CBE) has become a part of the vocabulary of the educational community. Competencies, performance objectives, criterion-referenced measures, and performance guides have come into widespread use as more than 38 states have mandated a minimum competencies program. While the use of competence to measure achievement is not new in education, an emphasis on accountability that began in the 1960's has put the spotlight on competency-based education.

Although a number of states are involved in the minimum competency movement, little agreement exists as to what should be included as minimum competencies, who should determine them, or how the program of minimum competencies should be implemented. Some programs have been implemented at the state level with uniform standards for all students in a state, while other programs are developed at the local level to measure certain identified basics. For some states, part of the program to measure competency in the basics is administered from the state level and other competencies are determined and measured at the local level.

Although a lack of uniformity in implementation exists, support for the competency movement has come from

all levels of the educational community. Predictions are that the competency movement will be the outstanding change in the educational program during this century. However, no program can be successful without systematic implementation. The need for such an approach has been noted in many publications; significantly, the April 1979 issue of The American School Board Journal directed school board members to prepare for minimum competencies in their school districts. Krajewski (1979) emphasizes that a good public information program is needed if a community is to support the move to minimum competencies. Most important to the success of any change in education is the involvement of teachers who have the ultimate responsibility for teaching students who will be tested on the minimum competencies.

Any program of minimum competencies should not be so broad that teachers feel that the preparation for the competencies is an overwhelming task or that many students feel it is not possible to achieve the competencies and thus lack the drive to achieve them. Raybin (1979) observed. . . . "the program of minimum essentials should be administered in enough depth so that motivated students with the capacity to learn can do so."

As a result of the minimum competencies movement, the entire curriculum has been affected. Questions have been raised that must have answers. Answers to these questions will affect the competencies as they are incorporated in competency-based business education programs. To go be-

yond basic skills when preparing individuals for entry into the world of work is essential. The demands for accountability have also brought pressures for better articulation so that students may pursue and complete educational goals in a more orderly fashion. Duplication of effort and wasting students' time by not allowing certain goals to be reached as quickly as possible have been caused by a lack of articulation. Jorgensen (1981) observes that educational organizations, citizens groups and even legislatures have spoken out regarding the lack of articulation, the failure to meet student needs, and the poor use of tax dollars. The development of competency-based education (CBE) programs provides real promise for better articulation.

The public has been understandably concerned with the educational system. With a declining enrollment, costs per student are increasing at an accelerated pace. Also, test scores on the widely used Scholastic Aptitude Test have been declining for a number of years adding fuel to the public concern for the products of schools. Further, many news reports during the last decade have pointed to a lack of basic skills in reading and math by individuals who have received diplomas as high school graduates. All of these things have caused the public outcry for greater accountability.

As Jorgensen (1981) states, "with the implementation of minimum competencies programs, the real needs of students must be served and minimum standards must not become maximum standards."

CHAPTER II

BACKGROUND AND SIGNIFICANCE

Competency-based education has received considerable attention as a result of the national emphasis on educational accountability that evolved in the 1960's. Its success in vocational programs focusing on clearly stated performance objectives and mastery of specific skills at the secondary school level have encouraged other disciplines to develop and implement similar programs.

In the broadest sense, competency-based education focuses on the mastery concept that requires students to demonstrate mastery attitudes, skills or knowledges against preset standards of competency. This is done through actual tasks that have been identified as essential for on-the-job performance or those generated by textbooks. The goal of business education is to teach a variety of "common tasks" required for most office positions that every entry-level worker must perform.

Mercer County Community College, Trenton, New Jersey, proposes to establish a competency-based vocational articulation program in three subject areas: Typewriting I and II, Stenography I and II and Office Procedures with four secondary schools in Mercer County: Hamilton High North, Hamilton High East, Hamilton High West and Trenton Central High School.

The concept of task-level articulation is closely related to the idea of competency-based education. In competency-based instruction, curricula are designed on the basis

of what the worker actually does on the job. All of the individual tasks performed, a combination of which constitutes the job, are identified and ordered according to the job level which the groups of tasks represent. Curricula are then designed which provide a hierarchy of training directly related to specific levels of entry into work. As a student masters a task, a record is kept showing that he is competent in that aspect of job performance. In task-level articulation, this record of competencies becomes the basis for continuous learning without course repetition as the student passes from one educational level to another.

Methods for progression from secondary school programs into postsecondary programs without duplication of learning are currently in use at many two-year colleges and universities. Opportunities for task-level articulation can provide for a smooth transition from high school to the postsecondary level based on formal demonstration of mastery of selected tasks.

Students going from high school to the postsecondary institution are often not motivated in their educational programs because they are subjected to unnecessary duplication of courses, particularly in the office skill areas. Therefore, the purpose of this project is to develop a mechanism that will give secondary vocational education students in Mercer County an opportunity to enter Mercer County Community College.

The project evolved from a growing realization that:

1. Mercer County Community College is becoming more cognizant of its role in meeting current and projected employment needs within Mercer County and the surrounding business and industrial areas.

2. A significant number of high school graduates are able to handle rigorous college-level studies.

3. The secondary school vocational programs are a viable means of obtaining skill competencies and that those competencies can often be meaningfully and legitimately extended to learning at the two-year college level.

4. There are areas of curricular duplication in the last two years of high school and the first two years of college.

5. Collaborative program development between high school and college educators to identify curricula content is timely and relevant to occupational preparation.

The articulation project will develop a carefully planned progression of selected subject matter from secondary vocational education to postsecondary vocational education. This is necessary to maintain motivation at the postsecondary level and to increase the likelihood of students acquiring the "new skills" entry-level employees are expected to have because of the needs of the automated office systems environment.

CHAPTER III

REVIEW OF RELATED LITERATURE

Occupational Outlook - Nationally. According to Smith (1983), the office environment is entering a period of change unprecedented in history. For the first time since the dawn of the Industrial Revolution, white-collar workers now outnumber blue-collars, comprising 53 percent of the working population.

The growth trend in white-collar workers, information and automated office systems will bring about substantial changes in the office workplace. New jobs requiring higher levels of technical ability will go unfilled because of a lack of qualified applicants. Work in the office will be restructured to take advantage of office automation opportunities and provide employees with more challenging work.

Before serious efforts in strategic planning for tomorrow's office begin, managers must be aware of the trends that are now impacting the office environment and how these trends will affect the office of the 1990's. Basically the trends fall into three major categories: personnel availability, education/training and the changing office.

The national occupational outlook projects that office workers will be needed in far greater numbers in future years. The U. S. Department of Labor predicts that over 20 million office workers will be needed in 1985, an increase of 34 percent from 1974. Office personnel needs and the desire for well qualified ones are challenges for

business and vocational education. Not only must we produce greater numbers of office workers, but workers with different specialities for technology not yet in existence. At the same time, we must produce productive workers with professional attitudes. Therefore, vocational education must plan programs that are not only flexible, but programs that are current and efficient in producing the best quality of work in the least amount of time. Wood,(1980) a joint committee member of the National Business Education Association and the Business/Office Education Division of the American Vocational Association, stated that:

> In many cities today, it is impossible to find an adequate supply of job applicants who possess entry-level skills in typing, filing, recordkeeping and similar jobs. . . Between now and 1990 America's business offices are expected to generate a total of 4.8 million new jobs in administrative support occupations. . . A need for 16 million new and replacement clerical office workers is projected over the next 10 years.

Despite the fact that approximately 20 percent of all the secretarial jobs go unfilled each year, "the number of secretarial jobs is expected to grow from 28 to 37 percent between 1980 and 1990," according to the Administrative Management Society (Smith, 1983).

Of particular significance is the changing office environment brought about by the expansion of the word processing market, the growth in office manpower and the new work processing supervisory and managerial career ladders that have evolved. Of equal relevance is the attitude of educators toward the development of word processing skills

in the classroom. A Gregg Research Report (1983) revealed that most of the 220 secondary schools surveyed include a word processing component as part of other courses rather than offering a separate course. This is primarily due to high equipment and maintenance costs. Of the 414 postsecondary schools surveyed, only three percent do not offer or plan to offer a course in word processing. The report further revealed that:

> Greater time and equipment quality allow postsecondary teachers to better simulate an electronic office environment, thereby providing students with employable skills as word processing operators.

Occupational Outlook - Locally. According to the Regional Labor Market Review (1984), the occupational projections for Mercer County indicate that:

> The average annual growth in job openings for each year from 1980 to 1990 for clerical workers will amount to approximately 2,280 or 25.0%. The job opportunities in Mercer County will be highly competitive. Only well-rounded workers with adequate experience and education will be eligible to fill the more attractive available positions.

From the "short-term" job outlook, the report further reveals that job demands for 1984-85 will be strongest in clerical occupations "especially those persons with good typing and shorthand skills, and those with experience in the latest type of electronic equipment such as word processing machines. . ."

The Job Placement Services Office at Mercer County Community College averages a total of 1,500 to 1,600 job

openings per year in a variety of categories (business, industry, technical and service, etc.). Of this number approximately 35 to 40 percent are clerical/secretarial positions. The Placement Office estimates that 80 to 85 percent of these positions remain unfilled because of an inadequate number of available applicants.

Research - Competency Based. A review of research literature indicates that the concept of measurable objectives is not new to business education. Jackson (1979) reported that for decades measurable outcomes have been familiar to teachers of shorthand, typewriting and bookkeeping. Objectives for these courses have been clearly defined and at the end of a segment of instruction students were able to perform according to the standards set forth in the objectives. He further reported that business teachers can assure local employees that students can perform at acceptable standards in an entry-level position.

Not all business educators are in favor of competency-based education. Adele Schrag (1979) expressed the concern that "Competency-based education is in danger of being one of the most misinterpreted concepts in education today. . . Teachers are lulled into believing that checking off such tasks produces workers who are competent." Other educators criticize the fact that attention to the acquisition of skill competencies leaves no room for the development of skills in the affective domain. Jorgensen and Schmidt (1981) view competency-based programs as a means for providing accounta-

bility. "They make possible defining the product of a program in terms that are specific and identify the skills and knowledges in which the program completer is competent."

Scores on widely used Scholastic Aptitude Tests have been declining for a number of years, adding fuel to the public concern for the products of schools. Further, media reports during the last decade have pointed to a lack of basic skills in reading and math by individuals who have received diplomas as high school graduates. All of these criticisms have caused the public outcry for greater accountability. Jorgensen and Schmidt (1982) contend that:

> With the implementation of minimum competency programs, the real needs of students must be served and minimum standards must not become maximum standards. Care must be exercised so that the educational program does not become so centered around minimum competencies that more and more of educational time is assigned to meeting these standards while the average, above average, gifted and other students may be ignored.

Popham (1981) supports minimum competency testing as an integral part of the survival of public education. For citizens who look askance at and view school promotion policies with skepticism (based primarily on time spent in school, not because of material learned), he argues that "minimum competency testing is a way of restoring honesty to public school promotion policies."

For those critics who claim that competency-based programs will be particularly harmful to minority students, Popham argues that "competency-based education will reveal these inequities so that they can be rectified."

A move toward competency-based educational programs will prove far more valid in terms of what students actually know than the overrated emphasis given to intelligence tests. There are inherent limitations to tests that only predict what students know at the time the test is administered. I. Q. tests do not measure job performance or real-world situations. Therefore a program based on competencies expected for job success seems very valid. Sternberg (1984) concurs that "tests should measure consequential kinds of behaviors; that is, they should bear close links to the real world. I. Q. tests do not measure skill competence and because the tests occupy such a prominent place in educational and industrial settings, the need to find supplementary measures that go beyond I. Q. tests is pressing."

According to Popham and Rankin (1981), a competency-based program has a mission to improve instruction. "Much of the value of a well-constructed performance-based test is the clarity with which it describes the behavior it measures. . . . Such descriptions rendered in comprehensible language could greatly enhance the chances of successful instruction." Nelson, Thompson and Dickens (1982) make a similar observation:

> The provision for evaluation and feedback consciousness allows the system to be programmed for both designer oversights and changing objectives. If a student does not master the minimum competency level (usually 75%), the student is then recycled through the instructional process, given individualized instruction or remedial assistance.

Modlin (1981) agrees that one of the most important aspects of the program is that it enables each student to achieve goals that are measured against precisely stated standards. This type of instruction provides immediate and continual remediation in that a student is provided with alternative learning activities that allow practice at a task until competence is achieved.

From the vantage point of the business community, competency-based education provides this benefit, according to Modlin (1981):

> Competency-based education gives the business community a measurable way to assess the curriculum. It helps businesses identify potential employees and guarantees that these employees will have actual job competence. . . . The validation of tasks for competency-based programs ensures valuable community support. This involvement also helps schools identify people to serve on advisory committees for their programs.

Duke (1985) reports in a number of states, teachers and administrators are now required to demonstrate successful performance on minimum competency tests of basic skills.

Research - Articulation. Several states have seen the merit of articulation based on task mastery and have carried out articulation projects successfully.

In Nebraska, competencies were written for selected occupational areas which consisted of the task to be performed, the conditions or limitations under which the task is to be carried out, and the criteria of acceptable performance. Competencies were equated to both high school credits and college courses.

Credit by waiver at the postsecondary level can be obtained based on competencies mastered at the high school level, contingent upon satisfactory completion of advanced courses, (Cabrera, 1977). Clayton and Ruby (1978) reported that students in Arkansas high schools were having difficulty completing their educational program without being subjected to unnecessary duplication of courses. The state of Arkansas subsequently developed an articulation program between secondary and postsecondary institutions. The program was designed for 23 postsecondary schools and the 400 secondary schools. The four components of the program included accounting, office procedures, shorthand and typewriting.

Texas maintains an articulation program for high school majors in the business, vocational and technical areas to aid student movement from high school to the postsecondary institution. Credits are granted for both degree and certificate and other structured occupational learning experiences outside the program, (May, 1979).

Clynes and Briggaman (1979) reported that common concerns in the Connecticut school systems ran deeper than the mere acceptance of qualified high school students into existing advanced postsecondary shorthand programs. The Connecticut State Department of Education was instrumental in encouraging teachers at all levels to hold inservice workshops designed to foster articulation and resolve common problems. Wilbur (1981) found that secondary and postsecondary insti-

tutions often encounter considerable resistance in resolving matters of articulation. He suggested that:

> To promote meaningful collaboration and improve overall articulation between high school and colleges, academic administrators should focus attention on ways to get high school and college professors working on curriculum and instruction. When colleges and schools work together, high school seniors can avoid needless duplication of work.

North Carolina has worked in the areas of Automotive Mechanics, Accounting/Business, Drafting and Executive Secretarial/Stenographic articulation programs. Credits to be awarded toward advanced standing at the postsecondary level are determined by competency-based standardized test items developed to relate to job tasks, (Woelfer, 1978) In Michigan, a state-wide project is developing competency-based articulation between secondary and postsecondary schools so that by 1984 every secondary program will be in consortium arrangement with a post-secondary school offering the same program. Tasks are defined by steps in a performance guide and a criterion reference measure is given for each. Students are guaranteed advanced placement credit and then given an articulation agreement. The state-wide project is being coordinated out of the College of Agriculture and Natural Resources of Michigan State University,(Olson, 1980).

Virginia mandated that at least one program in every community college be competency-based by 1982. Secondary programs are also competency-based and articulation between levels is part of the overall plan. Articulation between

levels is part of the overall plan. Articulation projects have been developed in the areas of Agriculture/Business, Natural Resource Management, Clerk Typist, Accounting, Stenography, Merchandising, Drafting, Machine Shop, Auto Mechanics, Electricity, Electronics and Welding, (Hoerner and Horne, 1980). Southern Vermont College participates in an articulation program with local high school students in basic business courses and consumer education. Full credit is granted in these areas for students who can show evidence of mastery of these competencies, (Whitney, 1981). At La-Guardia Community College, New York, students graduating from high school with work experience receive credit for one of the three co-operative education internships required for graduation from LaGuardia (Greenberg, 1982).

The articulation projects operating in various states as well as current and future employment projections reflect a continuous need for vocational educators to keep abreast of new challenges and different approaches to learning thus bringing new audiences in touch with the postsecondary institution for a wide variety of personal reasons and objectives.

CHAPTER IV

DEVELOPING COMPETENCY-BASED OBJECTIVES AND EVALUATION METHODS

Competency-based education programs serve as a means for providing accountability. They make possible defining the product of a program in terms that are specific and identify the skills and knowledges in which the program completer is competent. Competency-based education, like career education has gained wide acceptance within a very short period of time. Individuals have been able to identify the worth of this approach which had its first application in teacher education and the military. The approach strengthens what was already being utilized in occupational preparation programs. Cilley, Elson and Oliver (1977) discuss the competency-based education approach arguing, "What is new is the insistence on the use of validated competencies, thoroughly systematic procedures for delivering instruction, and more objective student assessment devices." They observe that this feature "constitutes a revolution in the presentation of vocational training."

Competencies are stated prior to instruction and the student knows what the basis for evaluation will be. Each student is thus held responsible for mastering the competencies. The basis for grading is attainment of competencies rather than measurement against other students. After determining that job openings exist in an occupation and that stu-

dents are interested in the occupation, a task analysis is completed. This serves as the basis for developing objectives.

Developing Competency-Based Objectives. From the job analysis it is possible to identify those tasks which are most difficult to learn and to develop accompanying objectives. Use is made of research studies that identify tasks performed by office workers. From these studies role-relevant objectives are prepared. Advisory committees can, in turn, determine the appropriateness of objectives for a given community.

In addition to reviewing task inventories to develop competency-based objectives, it is also important to identify personal employability skills and work values that should be included in the instructional program. Objectives with accompanying evaluation measures and/or performance guides are prepared for these.

Curriculum development is another important component. After the competency-based objectives for a program have been agreed upon, the curriculum is developed. This includes the sequencing of activities, the identification of instructional materials and simulation activities, development of learning modules where needed, and preparation of criterion-referenced measures.

Evaluation

Because competencies are often stated in terms of minimum competencies or essential competencies, the criticism has been made that student success in a CBE program cannot be charted. Identifying individual differences to the prospective employer can be difficult. The typical model for CBE is one that provides for differences in learning time only. However, in CBE, criterion-referenced tests are based upon the standards for entering an occupation or for successfully working with individuals in the occupation. Certain objectives may also be related to skills needed to function as a consumer and a citizen (areas for which business education also has responsibility). Since the criterion is stated in advance, no misunderstanding on the part of teacher/instructor and student on the evaluation exists. The system is usually a "pass" or "no pass" system.

Since the majority of business educators teach in school systems that require grades, since parents seem reluctant to accept anything less than evaluation based on a grading system, and since employers ask the school to differentiate prospective employees on some type of grading scale, attention must be given to some means of assigning grades.

One method of assigning grades that has been used by business teachers for years is providing for different levels of achievement within an objective. Business teachers have

always based grades in skill areas on production ability. Those students with the higher rates of production receive the higher grades. These rates are determined in advance and when the criterion rates are based on business standards, CBE requirements have been met. All students are evaluated on the standard rather than on comparison with the progress made by other students.

A study of job analyses and the tasks performed by workers will show that some tasks are performed by beginning workers and others may not be performed until a worker has been on the job for some time. Competency-based objectives can be prepared for those tasks that every beginning worker in an occupational area must perform and additional ones prepared for tasks that may be performed by a beginning worker or a worker with some experience. For grading purposes, students may receive a passing grade if they accomplish those competency-based objectives that all beginning workers must be able to perform. Additional credit or a higher grade may be assigned for the completion of additonal competency-based objectives. The number of additional competencies required for each grade can be pre-specified.

Grading may also be based upon the satisfactory performance of the required competency-based objectives plus paper-and-pencil tests. These may test cognitive understandings from the learning activities. Grades on the paper-and pencil tests constitute part of the grade and the completion of competency-based objectives the other part. In addition

some business teachers have developed a work-attitude checklist is to be completed periodically for each student. Work attitudes may be included as part of the grade of the student.

Flexibility is a must as business teachers attempt to implement CBE and use criterion-referenced measures. Rather than being frustrated by an instructional system that has many restraints, the teacher should examine the ways in which the best of CBE may be incorporated into the existing educational setting.

Competency-Based Education Standards. To assure the use of competency-based objectives and accompanying evaluation methods in every vocational offering, the Division of Vocational Education has adopted four standards: (1978)

- Role-relevant competencies that include standards are identified and stated.
- Competencies are specified to students prior to instruction.
- Criterion-referenced measures are used to measure achievement of competencies.
- A system exists for documenting the competencies achieved by each student.

The terminal competencies are stated at levels considered minimum for advancement to the next course, job entry or for articulation. Even though performance levels for each competency are stated at minimum, teachers may find that students do not achieve all of the competencies. Accordingly a decision is required as to what constitutes acceptable performance. Achievement of 80 percent of the total competencies in an occupational preparation program seems a logical

requirement and should provide a marketable skill. Teachers are encouraged to strive to have students achieve more than 80 percent of the competencies and to have them achieve at levels of performance that exceed those stated in the competencies. This procedure will allow for teacher flexibility in meeting individual needs and in the assignment of grades. Many CBE advocates emphasize that achievement of competencies must be on a pass-fail basis---either a competency is achieved or it is not---and all competencies will be achieved if enough time is allowed.

Documentation of Achievement. A number of systems exist for documenting the achievement of competencies. Systems recommended are usually selected on the basis of logic of format, simplicity and ease of use. Provision exists for documenting achievement of a competency, exceeding a competency and attempting, but not achieving a competency. Local decision will determine the exact documentation system to be used and procedures for using the system. In the absence of a system, the teacher is free to select a system using guidelines provided by the local institutions.

The documentation system provides for the individual student the articulation of instruction within a school, from course to course, and from one school to another. Each student's record is a comprehensive profile of competencies achieved, exceeded and attempted. In addition, the documentation system serves as a means of providing meaningful information to employers.

CHAPTER V

PRESENTATION OF ARTICULATION COMPETENCIES

The following pages reflect a list of the competencies developed for each of the three vocational subject areas: Typewriting I and II, Stenography I and II and Office Procedures. These competencies were written by the project coordinator with input from the business faculty of Mercer County Community College and the vocational high school teachers involved in the program as well as business administrators.

Procedures for administering, scoring and grading of tests were developed by the project coordinator for Mercer County Community College and are located after the articulation competencies for each subject area. Sample competency tests in all areas were constructed and validated by the National Business Education Association. Copies of the sample tests are appended.

The philosophy of the competency-based education program is based on identifiable performance indicators to determine what learning has taken place along with a record of achievement to verify student accomplishment of the objectives.

While a true competency-based program does not require traditional testing procedures, such procedures are included in this project for those students who may want to apply for credit by articulation, but who were not enrolled in the selected courses during the initiation of this program.

Student's Name

MERCER COUNTY COMMUNITY COLLEGE

FUNDAMENTALS OF TYPEWRITING - (TYPING I)

EQUIVALENT TO FIRST SEMESTER COURSE - 15 WEEKS

ARTICULATION COMPETENCIES

Rates quoted are minimum competencies for "C" level performance.

SKILL: PERFORMING KEYBOARD AND BASIC TYPEWRITING SKILLS

Tasks:

_____ alphabetic keyboard skills
_____ numeric keyboard skills
_____ correct posture/eyes on copy
_____ correct stroking technique
_____ manipulation of machine parts
_____ symbol keys
_____ punctuation keys
_____ horizontal/vertical certering
_____ spread centering
_____ paragraph/block centering

PERFORMANCE OBJECTIVE:

_____ Given a five minute period and straight copy material with a syllabic intensity of 1.40, the student will type at least 30 gross words a minute with a maximum of five errors.

_____ Given a short handwritten announcement, invitation, menu or list of items (8-10 lines), the student will type an original copy of a minimum production rate of 15 pwam (production words a minute) with all errors corrected. Evaluative criteria include:

1. acceptable vertical/horizontal centering
2. centered heading
3. appropriate capitalization
4. correct paper length (half vs. full sheet)
5. all errors neatly corrected
6. correct punctuation
7. observation of special features, such as proofreader's markings

SKILL: - TYPING BUSINESS CORRESPONDENCE

Tasks:
_____ identify business letter parts
_____ type block style letters
_____ type modified block style letters
_____ apply ZIP code and two-letter state abbreviations
_____ apply mixed punctuation
_____ type small and large envelopes
_____ type inter-office memorandums
_____ type invoice/telegram forms
_____ apply special mailing notations
_____ reference initials/carbon copy notations
_____ blind carbon copy notations
_____ attention/subject line notations

PERFORMANCE OBJECTIVE:

Tasks: _____ Given a typewritten or handwritten business letter and/or personal business letter of average length (100-300 words), the student will type an original copy at a minimum production rate of 18 pwam (production words a minute) with all errors corrected using appropriate format. Evaluative criteria include:

1. specified format used
2. accepted vertical placement of copy
3. acceptable horizontal placement of margins
4. appropriate punctuation used
5. all errors neatly corrected on original and carbon
6. observation of special features, i.e. proofreader's markings, enumeration paragraphing, etc.

SKILL: - TYPING TABULAR INFORMATION

Tasks: _____ compute and arrange information correctly
_____ two-column table
_____ three-column table
_____ center column headings
_____ type table with leaders
_____ type columnar material from rough draft copy

PERFORMANCE OBJECTIVE:

_____ Given handwritten and/or typewritten simple tables of average length (50-100 words) containing a main heading, secondary heading, columnar headings with instructions concerning the number of spaces between columns, and a minimum of three/maximum of four columns, the student will type an original copy on a full or half sheet of paper at a minimum production rate of 10 pwam with all errors corrected. Evaluative criteria include:

1. acceptable horizontal/vertical centering
2. appropriate spacing between columns
3. centered headings
4. appropriate spacing between headings and in body
5. correct paper size (half vs. full sheet)
6. all errors neatly corrected

SKILL: - TYPING MANUSCRIPTS

Tasks: _____ identify simple proofreader's marks
_____ type unbound manuscripts/business reports
_____ type bound manuscripts with footnotes
_____ title page
_____ table of contents
_____ bibliography
_____ correct proofreader's marks

PERFORMANCE OBJECTIVE:

_____ Given a typewritten or handwritten manuscript with footnotes containing a minimum of 350 words, the student will type an original copy in leftbound, unbound, or topbound format at a minimum production rate of 13 pwam with all errors corrected. Evaluative criteria include:

1. specified format used
2. correct spacing
3. appropriate top, side and bottom margins
4. all errors neatly corrected
5. all footnotes in correct format
6. pages numbered properly
7. correct format for headings, side headings and paragraph headings
8. quoted or enumerated items in correct format

_____ _____
Date Student

_____ _____
Date Typing Teacher

_____
Name of School

MERCER COUNTY COMMUNITY COLLEGE

COMPETENCY TEST

Typewriting I

Instructions for Administration of Test

Objective: Test is designed to measure ability to type a variety of typical office activities performed by typists.

Student Population: To be administered to students in a beginning typing course (or who have completed one) on either the secondary/postsecondary level.

Standards:

1. Administer the two 5-minute timed writings of Part 1 during the class period, presumably after the usual warmup. Allow students one opportunity for each timing. Errors are not to be corrected. A 70-space line should be used.

2. On another day, preferably the next day, administer Part 2. Allow 50 minutes

3. Use Answer Keys provided in the Instructor's Manual to score the completed jobs.

4. Stress to students the importance of going directly from one job to another after proofreading and making corrections, without wasting time.

MERCER COUNTY COMMUNITY COLLEGE

COMPETENCY TEST

Typewriting I

Procedures for Scoring and Grading Test

Type of Test	Points Earned	Points Allowed
Straight Copy	____	20
Statistical Copy	____	30
Report Manuscript	____	50
Typing on Line (fill-in)	____	25
Business Letter	____	25
Tabulation	____	30
Business Form	____	20
Total	_____	200

Grading Scale

200-180 = A
179-160 = B
159-140 = C
139-120 = D

FINAL SCORING	Letter Grade	Numeric Value	Percent	Weighted Grade
PART I (50%)				
Straight Copy	____	____	15%	_____
Statistical Copy	____	____	20%	_____
Report Manuscript	____	____	25%	_____
			50%	
PART II (50%)				
Typing on Line	____	____	10%	_____
Business Letter	____	____	15%	_____
Tabulation	____	____	15%	_____
Business Form	____	____	10%	_____
			50%	

SCORING EXPLANATION

Letter Grade	Numeric Value
A	4
B	3
C	2
D	1

Sample Weighted Grade Calculation
Report Manuscript with an A grade

Letter Grade	Numeric Value		Percent	Weighted Grade
A	4	50%	(.50)	2.0

Passing grade = "C" or better.

_____
Student's Name

MERCER COUNTY COMMUNITY COLLEGE

TYPEWRITING APPLICATIONS (TYPING II)
EQUIVALENT TO SECOND SEMESTER COURSE - 15 WEEKS

ARTICULATION COMPETENCIES

Rates quoted are minimum competencies for "C" level performance.

SKILL: - PERFORMING ELECTRIC TYPEWRITER MACHINE SKILLS

Tasks:
_____ alphabetic/number keys
_____ punctuation/symbol keys
_____ pica/elite margins
_____ horizontal/vertical centering
_____ change typewriter ribbon

PERFORMANCE OBJECTIVE:

_____ Given a five minute period and straight-copy material with a syllabic intensity of approximately 1.47, 5.6 average word length, the student will type a minimum of 50 gross wam with a 5-error maximum.

SKILL: TYPING BUSINESS COMMUNICATION PROBLEMS

Tasks:
_____ modified block style letters
_____ two-page letters
_____ letters and envelopes with special notations and features (airmail, post-script, attention line, etc.)
_____ interoffice correspondence
_____ letters or memorandums with internal tables
_____ letters with enumerations

PERFORMANCE OBJECTIVE:

_____ Given straight copy, handwritten or rough draft copy, the student will type an original copy at a minimum production rate of 28 wam. Some items will require carbon copies. Evaluative criteria include:

1. use of correct format
2. neatly corrected errors on original and copies
3. copy balanced vertically/horizontally
4. appropriate punctuation/spacing
5. special features typed correctly

SKILLS: TYPING TABULAR COMMUNICATIONS

Tasks:
_____ two, three, or four column table
_____ table with horizontal rulings
_____ table with pivoting and leaders

PERFORMANCE OBJECTIVE

_____ Given straight copy, handwritten or rough draft copy, the student will produce a ruled table, boxed table, table with pivoting and leaders, etc. in usable form at a minimum production rate of 15 wam. Evaluative criteria include:

1. balanced copy vertically and horizontally
2. used appropriate spacing between columns
3. centered headings
4. used single, double, or triple spacing as appropriate
5. corrected all errors neatly
6. typed rulings correctly
7. typed source note correctly
8. typed leaders correctly

SKILLS: TYPING BUSINESS REPORTS

Tasks:
_____ Business and Technical Reports
_____ Unbound
_____ Leftbound
_____ Topbound
_____ References
_____ Title Page
_____ Table of Contents
_____ Bibliography

PERFORMANCE OBJECTIVE:

_____ Given straight copy, handwritten or rough draft copy containing headings, subheadings, supportive parts, references, etc., the student will type an original copy at a minimum production rate of 23 wam in acceptable format. Copy will contain a minimum of 400 words. Evaluative criteria include:

1. correct spacing
2. appropriate top, side and bottom margins
3. all errors corrected neatly
4. page numbers typed properly
5. correct format for headings, subheadings, paragraph headings, etc.
6. correct format for quotations, enumerations or references
7. paragraphs indented properly

SKILL: TYPING BUSINESS FORMS

_____ purchase requisitions
_____ purchase orders
_____ invoices
_____ statements of account
_____ expense reports
_____ payroll vouchers
_____ work/service requisition
_____ report forms
_____ miscellaneous communicative forms
_____ legal forms
_____ resume

PERFORMANCE OBJECTIVE:

_____ Given pre-printed business forms that require typing on lines, in boxes, after guide words, or in columns, plus the information for completing the forms, the student will type an original copy at a minimum production rate of 18 wam. All applicable information must be typed on the form in the appropriate spaces. Placement of copy must be consistent and evenly aligned with all errors neatly corrected.

Date	Student
Date	Typing Teacher
	Name of School

MERCER COUNTY COMMUNITY COLLEGE

COMPETENCY TEST

Typewriting II

Instructions for Administration of Test

Objective: Test is designed to measure ability to type a variety of advanced office activities performed by typists.

Student Population: To be administered to secondary/postsecondary students completing (or who have completed) a course in Typewriting II.

Standards:

1. Students should finish the entire test in two 50-minute periods or one double period.
2. Administer the two 5-minute timed writings of Part 1 during the class period. Allow a 5-minute warmup period. Errors are not to be corrected.
3. On Day 2, administer Part 2. Allow a total of 50 minutes.
4. Stress to students the importance of proofreading, making corrections before going to the next job. It is necessary to go immediately from one job to another.
5. Use Answer Keys provided in the Instructor's Manual to score completed jobs and assign penalities.

MERCER COUNTY COMMUNITY COLLEGE

COMPETENCY TEST

Typewriting II

Procedures for Scoring and Grading Test

Type of Test	Points Earned	Points Allowed
Business Letter with Tabulation	____	25
Interoffice Memo	____	15
Form Letters	____	20
Manuscript	____	25
Rough Draft Tabulation	____	35
Statistical Report	____	40
Total	____	160

Grading Scale

160-144 = A
141-128 = B
127-112 = C
111-107 = D

FINAL SCORING:

PART I (50%)	Letter Grade	Numeric Value	Percent	Weighted Grade
Business Letter with Tabulation	____	____	20%	____
Interoffice Memo	____	____	15%	____
Form Letters	____	____	15%	____
			50%	
PART II (50%)				
Manuscript	____	____		____
Rough Draft Tabulation	____	____		____
Statistical Report	____	____		____
			50%	

SCORING EXPLANATION

Letter Grade	Numeric Value
A	4
B	3
C	2
D	1

Sample Weighted Grade Calculation
Report Manuscript with an A grade

Letter Grade	Numeric Value	Percent	Weighted Grade
A	4	50% (.50)	2.0

Passing grade = "C" or better.

_____
Student's Name

MERCER COUNTY COMMUNITY COLLEGE

SHORTHAND THEORY - (SHORTHAND I)
EQUIVALENT TO FIRST SEMESTER COURSE - 15 WEEKS

ARTICULATION COMPETENCIES

Rates quoted are minimum competencies for "C" level performance.

SKILL: DEMONSTRATES KNOWLEDGE OF GREGG SHORTHAND

Tasks:
_____ knowledge of Gregg Shorthand Principles
_____ knowledge of complete brief form system
_____ construction of well-proportioned outlines

PERFORMANCE OBJECTIVE:

_____ Given a list of 75 common words, phrases and brief forms dictated at the rate of one word every six seconds, the student will construct well-proportioned shorthand outlines and transcribe them at the typewriter with at least 85% accuracy within 25 minutes. The outlines and transcribed words will be graded according to proportion and spelling. A dictionary may be used as a spelling reference.

_____ Given a complete list of 119 brief forms in Gregg Shorthand, dictated at one word every six seconds, the student will construct well-proportioned outlines and transcribe them at the typewriter within 25 minutes with at least 95% accuracy.

SKILL: READS SHORTHAND OUTLINES

Tasks
_____ reads from homework notes
_____ reads from text plates
_____ reads from class dictation

PERFORMANCE OBJECTIVE

_____ Given new shorthand material containing no difficult or unusual words, the student will read aloud for a minimum of 60 seconds at a rate of at least 100 wam with no more than 3 errors.

SKILL: TAKES DICTATION

Tasks:
_____ Transcribes shorthand notes
_____ plate material
_____ homework notes
_____ class dictation

PERFORMANCE OBJECTIVE:

_____ Given new or practiced material from shorthand text plates, the student will transcribe at the typewriter for three minutes at a rate of at least 16 wam with no more than five errors. Errors are to be corrected throughout the timing.

_____ Given three minutes of dictation on new material dictated at 50 wpm, the student will transcribe from shorthand notes with at least 95% accuracy with 30 minutes. Transcription will be typewritten and a dictionary may be used. Errors for scoring are:

_____ omitted words
_____ added words
_____ substituted words
_____ misspelled words

_____ Given three minutes of dictation on practiced material dictated at 50 wam, the student will transcribe the shorthand notes with at least 95% accuracy within 30 minutes. Transcription will be typewritten and a dictionary may be used. Errors for scoring are:

_____ omitted words
_____ added words
_____ substituted words
_____ misspelled words

_____ _____
Date Student

_____ _____
Date Shorthand Teacher

_____
Name of School

MERCER COUNTY COMMUNITY COLLEGE

COMPETENCY TEST

Stenography I

Instructions for Administration of Test

Objective: Test is designed to measure the ability to write shorthand principles, brief forms and a letter dictated at a minimum speed of 50 words per minute under timed conditions.

Student Population: To be administered to secondary/postsecondary students completing (or who have completed) a course in Stenography I.

Standards:

1. Students should finish the entire test in two 50-minute periods or one double period.
2. Transcription of the 50-word theory test should be completed in 25 minutes.
3. A 5-minute rest period is given before the dictation of the test letters.
4. Dictation of the four letters for this part of the test is 30 minutes. The rate of dictation should be a minimum of 50 words per minute for 3 minutes.
5. Time allowed for transcription of the dictated material is 40 minutes.

MERCER COUNTY COMMUNITY COLLEGE

COMPETENCY TEST

Stenography I

Name_____ Date_____ Score_____

Write the correct shorthand outline for the following words using your best shorthand.penmanship.

1. international_____
2. until _____
3. completely_____
4. among_____
5. programs_____
6. outline_____
7. blanks_____
8. financial_____
9. congratulate_____
10. ahead_____
11. becoming_____
12. justification_____
13. frequently_____
14. exceedingly_____
15. I have not been able_____
16. sincerely yours,_____
17. one of the_____
18. technical_____
19. handled_____
20. carefully_____
21. recently_____
22. myself_____
23. during_____
24. description_____
25. incomplete_____
26. neighborhood_____
27. replies_____
28. continued_____
29. increases_____
30. additional_____
31. study_____
32. years ago_____
33. to know_____
34. of course_____
35. ability_____
36. buildings_____
37. that_____
38. enclosed_____
39. general_____
40. particularly_____
41. quantity_____
42. difficult_____
43. importance_____
44. experience_____
45. character_____
46. transferring_____
47. listed_____
48. today_____
49. regulations_____
50. understanding_____

COMPETENCY TEST

Stenography I

Procedures for Scoring and Grading Test

PART I - THEORY TEST (50 Words)

Minimum Competency for "C" = Total score of 85 pts (7 error maximum)

Grading Scale	Error Count	
100-95 = A	0 - 2	Deduct 2 points for each poorly constructed or in correctly written outline.
94-90 = B	3 - 5	
89-85 = C	6 - 7	
84-80 = D	8	

PART II - DICTATION TEST - 3-Minutes at 50 WPM

Minimum Competency for "C" = Complete transcript with not more than 7 errors.

Grading Scale	Error Considerations
0-2 errors = A	Omitted words
3-4 errors = B	Added words
5-7 errors = C	Substituted words
8 errors = D	Misspelled words

FINAL SCORING

Type of Test	Errors	Letter Grade	Numeric Value	Percent	Weighted Grade
Theory Test	____	____	____	30%	____
Speed Test	____	____	____	70%	____
Total		____			____

SCORING EXPLANATION

Letter Grade	Numeric Value
A	4
B	3
C	2
D	1

Sample Weighted Grade Calculation

Theory test with a grade of A

Letter Grade	Numeric Value	Percent	Weighted Grade
A	4 x 30%	(.30)	1.2

Student's Name

MERCER COUNTY COMMUNITY COLLEGE

SHORTHAND SPEEDBUILDING - (SHORTHAND II)
EQUIVALENT TO SECOND SEMESTER COURSE - 15 WEEKS

ARTICULATION COMPETENCIES

Rates quoted are minimum competencies for "C" level performance.

SKILL: DEMONSTRATES KNOWLEDGE OF GREGG SHORTHAND PRINCIPLES

Tasks:
_____ reads from class dictation
_____ constructs well-proportioned outlines

PERFORMANCE OBJECTIVE:

_____ Given a list of 60 common words, phrases and brief forms dictated at a rate of one word every six seconds, the student will construct well-proportioned shorthand outlines and later transcribe the outlines with at least 85% accuracy. The shorthand list will be collected by the teacher. At least one-half hour later the outlines will be returned to the student for typewritten transcription. A maximum of 20 minutes will be allowed for transcription. The outlines and transcribed words will be graded according to proportion and spelling.

SKILL: TAKES SHORTHAND DICTATION

Tasks:
_____ typing skills
_____ transcribes shorthand dictation
_____ transcribes shorthand into mailable letter forms

PERFORMANCE OBJECTIVE:

_____ The student will demonstrate the ability to take three minutes of oral dictation on new material at a minimum of 70 wpm and transcribe the notes at the typewriter with 95% accuracy at a transcription rate of 25 wam. A dictionary may be used to verify spelling. for scoring are:

1. omitted words
2. added words
3. substituted words

4. misspelled words
5. incorrect punctuation
6. incorrect word division
7. incorrect capitalization
8. incorrect expression of numbers

PERFORMANCE OBJECTIVE:

_____ Given four unpreviewed letters containing common business vocabulary and consisting of 100-125 words each dictated at 70 words a minute, the student will transcribe the letters at the typewriter producing at least two acceptable, mailable letters within 35 minutes with at least 90% accuracy.

Standards for acceptable mailable letter:

1. acceptable letter format
2. correct spelling, capitalization, punctuation, word division, paragraphing, and proper word usage
3. intended meaning conveyed
4. all errors neatly corrected

SKILL: DEMONSTRATES LANGUAGE ARTS SKILLS

Tasks:
_____ making punctuation decisions
_____ using correct capitalization
_____ correcting spelling errors
_____ making proper grammar decisions

PERFORMANCE OBJECTIVE:

_____ Given a series of tasks involving advanced integrated projects containing errors in the rules of punctuation, capitalization, spelling and grammar, the student will complete the tasks in final form with all errors corrected with 95% accuracy. A maximum of 25 minutes will be allowed for typewritten corrections.

_____ _____
Date Student

_____ _____
Date Shorthand Teacher

MERCER COUNTY COMMUNITY COLLEGE

COMPETENCY TEST

Stenography II

Instructions for Administration of Test

Objective: Test is designed to measure the ability to take dictation and transcribe under office conditions insofar as those conditions can be reproduced for office purposes.

Student Population: To be administered to secondary/postsecondary students completing (or who have completed) a course in Stenography II.

Standards:

1. Students should finish the entire test in two 50-minute periods or one double period.
2. A 5-minute rest period is given before the beginning of the transcription.
3. Dictation will be given at the minimum rate of 70 words per minute for a 3-minute dictation period. A total of six letters will be dictated.
4. The total dictation time for the six letters will be 30 minutes. This includes a practice dictation.
5. Time allowed for transcription of the dictated material is 60 minutes.

COMPETENCY TEST

Stenography II

Procedures for Scoring and Grading Test

PART I - SPEED DICTATION

Three-Minute Dictation at 70 WPM
(Based on 95% accuracy)

Grading Scale

0-3 errors = A
4-8 errors = B
9-11 errors = C
12 + errors = D

Error Considerations

Omitted words
Added words
Substituted words
Misspelled words
Punctuation
Word division
Capitalization

PART II - TRANSCRIPTION

Four (4) Mailable Business Letters
at 50 WPM

Quality Grade for Individual Letters

Perfect Mailable	4 pts.
Mailable with Corrections:	
1 correction needed	3 pts.
2 corrections needed	2 pts.
Unmailable:	0 pts.

3 or more corrections needed
Several omitted words
Blank spaces in body of letter
Intended meaning not conveyed
Hole in paper
Misspelled words
Poor corrections
Incorrect word division
Capitalization/Punctuation
Margins/paragraphs misplaced

Final Point Breakdown

A = 16 - 14 pts.
B = 13 - 10 pts.
C = 9 - 6 pts.
D = 5 - 3 pts.

Speed Dictation = 50% of grade
Transcription = 50% of grade

COMPETENCY TEST

Stenography II (Cont.)

MAILABLE LETTER CALUCATION

No. of Letters Transcribed	Points Earned
Letter #1	_____
Letter #2	_____
Letter #3	_____
Letter #4	_____
Total Points	_____

*Letter Grade_____

*This score should be carried down to the next section for final scoring.

FINAL SCORING

Type of Test	Letter Grade	Numeric Value	Percent	Weighted Grade
Speed Test	____	_____	50%	_____
Mailable Letters	____	_____	50%	_____
Total	____	_____		_____

SCORING EXPLANATION

Letter Grade	Numeric Value
A	4
B	3
C	2
D	1

Sample Weighted Grade Calculation
Speed Test with a Grade of "A"

Letter Grade	Numeric Value		Percent	Weighted Grade
A	4	x	50% (.50)	2.0

Grade: PASS _____ FAIL_____

(Passing score = a total grade of 1.7 or better. Corresponds to "C" grade).

_____
Student's Name

MERCER COUNTY COMMUNITY COLLEGE

OFFICE PROCEDURES
EQUIVALENT TO 15 WEEK COURSE

ARTICULATION COMPETENCIES

Rates quoted are minimum competencies for "C" level performance.

SKILL: DEMONSTRATING A KNOWLEDGE OF THE ROLE OF THE SECRETARY

Tasks:
_____ defines the term "secretary"
_____ identifies multifunctional role of the secretary
_____ identifies public relations role of the secretary
_____ identifies office tasks performed by the secretary
_____ identifies personal qualities of the ideal secretary

PERFORMANCE OBJECTIVE:

_____ Given an objective test covering the various roles of the secretary, responsibilities and personal qualities, the student will be able to demonstrate a knowledge of this information with at least 75% accuracy.

SKILL: DEMONSTRATING A KNOWLEDGE OF OFFICE ORGANIZATION FOR RECEIVING VISITORS

Tasks:
_____ welcoming visitors
_____ admitting visitors
_____ introducing visitors
_____ handling difficult visitors
_____ scheduling appointments
_____ canceling appointments
_____ keeping employer's calendar
_____ using tickler/pending files

PERFORMANCE OBJECTIVE:

_____ Given unarranged information and appointment forms, the student will organize and set up in writing the employer's week of activities and describe the secretary's role in handling visitors with at least 75% accuracy.

SKILL: PERFORMING BASIC TELEPHONE/TELEGRAPH SERVICES

Tasks:
_____recognizes various telephone equipment
_____demonstrates telephone etiquette
_____describes acceptable telephone personality
_____handles incoming calls
_____places calls - local/long distance
_____screens calls
_____takes messages

PERFORMANCE OBJECTIVE:

_____ Given three telephone case studies involving the telephone, the student will demonstrate a knowledge of basic telephone procedures and proper etiquette in the use of the telephone with at least 75% accuracy.

SKILL: CONTROLLING OFFICE RECORDS

Tasks:
_____ describes four common filing methods: alphabetic, subject, geographic, numeric
_____ indexing, coding, cross-referencing, sorting
_____ describes rotary card files
_____ describes microfilm/microfiche
_____ handling confidential files

PERFORMANCE OBJECTIVE:

_____ Given information and 25 unarranged names and addresses, the student will organize, arrange and type index cards in alphabetic numeric, geographic and subject order with at least 75% accuracy.

SKILL: DEMONSTRATING A KNOWLEDGE OF SECRETARIAL TYPING AND SUPPLIES

Tasks:
_____ identifies typing supplies: stationery, carbon paper, ribbons, letterheads/envelopes, second sheets, interoffice and office forms.
_____ assembles carbon pack
_____ makes corrections - original/carbon copies
_____ display typing
_____ feeds envelopes; cards
_____ positions words - squeezing, inserting, spreading, etc.

PERFORMANCE OBJECTIVE:

Tasks:
_____ Using appropriate techniques, the student will demonstrate an ability to assemble a carbon pack, squeeze, spread and insert words/letters in correcting typed copy, and chainfeed envelopes with at least 75% accuracy.

SKILL: DEMONSTRATING A KNOWLEDGE OF WORD PROCESSING

Tasks:
_____ defines word processing
_____ describes video-display terminal (VDT,CRT)
_____ describes input media (tapes, disks, etc)
_____ describes output media
_____ describes standalone text editors; shared logic systems, etc.

PERFORMANCE OBJECTIVE:

_____ Given a list of word processing terminology the student will be able to identify the applications of word processing to the modern office with at least 75% accuracy.

SKILL: USING REPROGRAPHIC EQUIPMENT

_____ recognizes spirit duplication process
_____ recognizes offset duplication process
_____ recognizes copier-duplicators
_____ recognizes thermal, photo, facsimile, etc.
_____ prepares masters/stencils

PERFORMANCE OBJECTIVE:

_____ Using mimeograph stencils and/or spirit masters, the student will type/correct and operate the equipment producing a given number of copies with 75% accuracy.

SKILL: HANDLING TRAVEL ARRANGEMENTS

Tasks:
_____ prepare itinerary
_____ make reservations - plane/train
_____ identify classes of flights
_____ plan the trip
_____ follow up activities
_____ interpret flight schedules (timetables)

PERFORMANCE OBJECTIVE:

_____ Given plane and train timetables, the student will demonstrate an ability to read arrival/departure times, prepare an itinerary and handle other travel details with at least 75% accuracy.

SKILL: PLANNING AND FACILITATING MEETINGS

Tasks:
_____ describe procedure for reserving meeting room
_____ prepare notices of meeting
_____ prepare mailing list/compose notices
_____ prepare agenda
_____ taking the minutes
_____ describe: teleconferencing, videoconferencing, computer conferencing

PERFORMANCE OBJECTIVE:

_____ Given a rough draft of the minutes of a meeting, the student will edit and retype the material in correct form within 40 minutes with all errors corrected.

SKILL: TYPING REPORTS AND PUBLICATIONS

Tasks:
_____ describe report format for long/short reports
_____ typing the body of the formal report: arranging margins, typing headings/subheadings, quoted matter, footnotes, enumerations, etc.
_____ numbering pages
_____ typing appendix/bibliography
_____ letter of transmittal
_____ summary, title page, table of contents

PERFORMANCE OBJECTIVE:

_____ Given unarranged material, the student will demonstrate an ability to organize and type a report including all parts of the formal report within 45 minutes with at least 75% accuracy.

SKILL: PERFORMING BANKING DUTIES

Tasks:
_____writing checks/check stubs
_____proving cash
_____depositing funds
_____banking by mail
_____reconciling bank statement
_____petty cash records
_____credit and collection instruments
_____identify certified check/bank draft

PERFORMANCE OBJECTIVE:

_____ Given checks, deposit forms, and bank statement information, the student will demonstrate an ability to prepare the checks and forms for deposit and to reconcile a bank statement with at least 75% accuracy.

SKILL: PREPARING PAYROLL AND TAX RECORDS

Tasks:
_____ identify payroll deductions: social security,(FICA), SUT, Income Tax, etc.
_____ keep payroll records
_____ record of employer's expenses/income
_____ describe payroll procedures

PERFORMANCE OBJECTIVE:

_____ Given payroll information and forms, the student will identify taxable and deductible income items and demonstrate how to calculate net pay by completing a payroll register with at least 75% accuracy.

SKILL: PREPARING LEGAL PAPERS

Tasks:
_____ identify common legal documents: contracts, wills/codicils, copyrights, affidavits, power of attorney, patents,etc.
_____ describe notary public
_____ typing legal documents
_____ erasures/corrections
_____ making carbon copies

PERFORMANCE OBJECTIVE:

_____ Given legal typing information and blank forms, the student will show an ability to prepare legal papers by incorporating essential elements with 75% accuracy.

SKILL: SELECTING THE RIGHT POSITION

Tasks:

_____ identify types of offices
_____ identify opportunities for specialization
_____ identify job prospect list
_____ describe ways to evaluate a company
_____ prepare a letter of application
_____ prepare a resume
_____ describe successful interview techniques

PERFORMANCE OBJECTIVE:

_____ Given appropriate forms, the student will prepare materials for job interviews by typing a personal data sheet and an application form with 75% accuracy.

_____ _____
Date Student

_____ _____
Date Office Procedures Teacher

_____
Name of School

MERCER COUNTY COMMUNITY COLLEGE

COMPETENCY TEST

Office Procedures

Instructions for Administration of Test

Objective: Test is designed to measure the ability of the student to perform a variety of simulated office tasks under timed conditions.

Student Population: To be administered to secondary/postsecondary students completing (or who have completed) a course in Office Procedures.

Standards:

1. Students should finish both parts in one double period or two single periods on different days.
2. If test is administered on two different days, Part 1 should be scored before Part 2 is administered to prevent students from going back to Part 1. It is recommended that you read to the students the instructions for doing Part 2.
3. Students must first complete the priority rating of the six tasks and then carry them out in that order. Tasks completed out of order receive fewer points.
4. Use the Answer keys provided in the Instructor's Manual to score the completed jobs. It is recommended that 100 points be allowed for each part (Part I and II), making a total of 200 points possible.

MERCER COUNTY COMMUNITY COLLEGE

COMPETENCY TEST

Office Procedures (cont.)

Procedures for Scoring and Grading Test

No. of Assignments Completed	Points Earned	Points Allowed
Job Application Form	_____	15
Office Procedures Information	_____	60
Editing	_____	25
Priority Assigns.	_____	50
Typing Assignments	_____	50
Total	_____	200

Grading Scale

200-180 = A

179-160 = B

159-140 = C

139-120 = D

FINAL SCORING	Letter Grade	Numeric Value	Percent	Weighted Grade
Part I (50%)				
Job Application Form	_____	_____	25%	_____
Office Procedures	_____	_____	25%	_____
			50%	
Part II (50%)				
Editing	_____	_____	15%	_____
Priority Assign.	_____	_____	20%	_____
Typing Assign.	_____	_____	15%	_____
			50%	

SCORING EXPLANATION

Letter Grade	Numeric Value
A	4
B	3
C	2
D	1

Sample Weighted Grade Calculation

Office Procedures Info./ "A" Grade

Letter Grade	Numeric Value	Percent	Weighted Grade
A	4	25% (.25)	1.0

Grade: PASS_____ FAIL_____

Passing grade = "C" or better.

CHAPTER

PROCEDURES AND METHODOLOGY

The procedures used in developing the articulation program are as follows:

1. The articulation program was developed at Mercer County Community College during the spring semester, 1985. Three vocational subject areas were implemented: Typewriting I, Typewriting II, Stenography I, Stenography II and Office Procedures. High school seniors enrolled in vocational education courses at Hamilton High North, Hamilton High East, Hamilton High West and Trenton Central High, participated in the program.

2. Orientation meetings were held with secondary and postsecondary teachers/instructors and administrators to review and discuss the components of the program.

3. A series of orientation meetings with secondary and postsecondary teachers/instructors were held to develop common task analyses of specific employment competencies and to set goals and time priorities toward effective implementation of the program.

4. Measurable performance objectives in conjunction with College requirements for the vocational subject areas were developed by the project coordinator and secretarial faculty, reflecting three components: (a) the condition (b) the performance level and (c) the standard.

5. Students who qualified for participation in the program were informed of the terms of the articulation agreement, the list of competencies and performance standards.

6. A student profile to facilitate the recording of competencies for articulation as well as for subsequent grading purposes for high school records was kept by the secondary instructor.

7. Students who completed the competencies with at least a passing score of 70 percent were eligible to apply for credit by articulation via the Application for Credit by Articulation form (appended).

CHAPTER VII

PRESENTATION OF RESULTS

The vocational articulation project was developed and implemented during the Spring semester, 1985 between Mercer County Community College and four secondary institutions, as described in the proposal for this practicum.

A series of meetings by Hamilton Township School Superintendent, high school principles and college administrators for the purpose of reviewing the process and terms of articulation resulted in a postponement of the initiation date. The program was endorsed by all school and college officials on June 1, 1985, rather than the March 1 date expected.

A record of competencies was kept by all secondary school teachers to facilitate the validation of performance objectives by the students. At the request of the secondary school teachers participating in the program, a test based on competencies learned will be administered to the students enrolled in the selected courses for articulation prior to the inception of the program. Testing dates have been scheduled for July 29 through Autust 7, 1985. It will be administered and scored by the Technical Assistant (para-professional assigned to the secretarial curriculum at the college), who will follow the scoring and grading procedures outlined in this practicum. The project director is a 10-month faculty person and will review the tests in the fall.

The National Business Competency Tests will be used for the typewriting and office procedures components. The National Business Entrance Test will be used for the stenographic components. These series of production-type tests have been validated and published by the National Business Education Association. (Test samples are appended).

If mastery of the competencies is achieved at the level of proficiency recognized as the college level for a minimum of a "C" grade, the student will be awarded full college credit for the subject area. Students being awarded credit for courses in this manner would have the equivalent course or courses waived as requirements at the College level.

Under the terms of an articulation agreement, each student will receive an individualized agreement form specifying the conditions under which he/she will be awarded credit.

Competency forms will be certified and submitted by the high school to the College Admissions Office by the same procedure as the official transcript is handled.

The program will be evaluated at the end of the academic year, June, 1986.

CHAPTER VIII

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

I. Summary

At its roots, competency based education is an emphasis on results. It calls for agreed upon performance indicators that reflect successful functioning in life roles. It emphasizes the specific knowledge or skills to be learned rather than how they are learned or how long it takes to learn them.

The case for competency-based education lies in the fact that it is a learner-centered philosophy, and the emphasis of traditional subject matter disciplines is upon what is taught. Very often there is a lack of congruence between traditional time-honored subject matter disciplines and the competencies required to function in real life.

Student competence is defined as demonstrated ability to apply knowledge, understanding or skills assumed to contribute to success in life. Therefore, embedded deep within the philosophy of competency-based education is the philosophy that every student in secondary schools should have an opportunity to develop the competencies required to function effectively in the real-life roles of learner, individual, wage earner, citizen, consumer, and family member. It is a basic philosophy that says schooling should meet students at the point of student need rather than at the point of faculty need or administrative need or subject-matter need. This philosophy expresses a profound shift in emphasis from what is to be taught to what is to be learned and to the

outcomes of schooling. This is probably the most basic and powerful characteristic in a competency-based education philosophy: It is learner-centered.

Competency-based education is not an emphasis only upon ends. Means are important. The schools have always had goals and have always had course offerings, but few people other than the teacher knew what outcomes to anticipate. The student didn't know about it except as it was slowly revealed. Competency-based education is attempting to effect documentation of courses so that teachers can agree on goals and on the means of evaluating what they are trying to accomplish. This form of education provides a way to share and help students become involved and accountable. Students under competency-based systems indicate that they like knowing what they are supposed to be doing and learning.

Competency-based education is not new or revolutionary. Students have always been asked to demonstrate competency in many areas of the curriculum. It is only new in the sense that it has not been applied in any systematic way to the schooling process or to helping young people develop the competencies to function in real life. It does not turn its back on traditional subject matter or instructional techniques; it only insists that the instructional program be based, at least in part, on real-life needs and that the students demonstrate the applicability of what they have learned.

II. Implications

According to Sternberg (1984), a move toward competency-based educational programs will prove far more valid in terms of what students actually know than the overrated emphasis given to intelligence tests that only predict what students know at the time the test is administered. I. Q. tests do not measure job performance or real-world situations. Therefore, a program based on competencies expected for job success seems very valid. This assumption appears to be true as a basis for future articulation programs between other secondary schools in the Mercer County area and Mercer County Community College.

A second implication based on Regional Labor Market Review (1984) projections reveal that job demands for 1984-85 will be strongest in clerical occupations, especially those persons with good typewriting and shorthand skills. An articulation program focusing specifically on vocationally oriented skills as Modlin (1981) states enables each student to attain his or her goals as measured against precisely stated standards. This type of instruction provides immediate and continual remediation in that a student is provided with alternative learning activities that allow practice at a task until competence is achieved.

In a traditional learning mode students are often not motivated to achieve higher standards because classroom activities are often routine or repetitive and not necessarily related to the students' immediate career goals. Students

very often are not told what the basis for evaluation will be. What they are tested upon many times comes as a "surprise." The responsibility that competency-based training places on students makes them aware of the importance of successful skill development and practice.

Competency-based education programs serve as a means for providing accountability. This could have significant implications for secondary schools and other community colleges who may wish to replicate this program. A thorough, systematic procedure for delivering instruction and objective assessment devices calls for a fundamental restructuring away from letter grades toward a more realistic demonstration of skills needed in the everyday work situation outside of school. This format, based on reality combined with theory, provides strong motivation, useful learning and a totally meaningful experience for the learner. For the instructor, it provides a useful interface of theory with reality. It is undoubtedly one of the most effective learning formats in independent study.

A third implication is that articulation through CBE units schoolsadministrators, teachers, college personnel and businessmen to effectuate the development of goals, skills and standards that could result in a greater degree of congruence between the expectation of students, educators and the public. Everyone will have a clearer picture of what schools are to accomplish.

III. Recommendations

The following recommendations should be considered based on the development, implementation, observations and perceptions of the program as a pilot project:

1. It is recommended that Mercer County Community College investigate tne identify areas of strengths and weaknesses of the present system and give direction for input from the secondary schools and the College.

2. It is recommended that Mercer County Community College replicate the competency-based articulation project with other secondary schools in the Mercer County area.

3. The success of this articulation project should lead to the development of such programs in other curricula or subject-matter areas within the College.

4. Mercer County area vocational-technical schools as well as adult and continuing education programs within the County should be apprised of the articulation program with opportunities made available for a review of the procedures.

5. The program coordinator should present the articulation information and results to the Princeton Business and Professional Women's Association, Delta Pi Epsilon (a local business education fraternity, and the local Chamber of Commerce.

6. It is recommended that the project be used to facilitate the placement of all incoming freshmen students into the proper vocational courses. It will prevent students from being reassigned to courses for which they already have sufficient knowledge, training and experience.

7. If a positive interest is expressed, the College should consider sponsoring workshops for College faculty to facilitate the writing and development of proposals, subject-matter competencies and evaluative criteria.

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APPENDICES

APPENDIX A

MERCER COUNTY COMMUNITY COLLEGE
HAMILTON TOWNSHIP SCHOOLS
ARTICULATION AGREEMENT MEETING

April 25, 1985

10:30-11:00	Registration Coffee/Danish
11:00-11:05	Introductions Hamilton Staff MCCC Staff
11:05-12:00	Meeting Ferdinand Scaccetti
12:00-1:00	Luncheon
1:00-2:15	Building Visitations Hamilton HS Nottingham HS Steinert HS

APPENDIX B

MERCER COUNTY COMMUNITY COLLEGE
HAMILTON TOWNSHIP SCHOOLS

Preface:

Please review and pencil any notes for your use at our meeting. This agreement will be discussed/evaluated for final agreement.

Add any items you wish to discuss.

DRAFT DRAFT

AGREEMENT PROPOSAL

1. List all the courses to be articulated.

2. List all the college courses with competencies.

3. Insert a clause stating that the high school courses listed cover all the competencies of the college courses.

4. A clause that all students receiving a B or better meet all the college competencies in the articulated courses.

5. Students will be certified by testing or transcripts. Students will be tested at the high school by college faculty if there is a gap between completion of the courses to be articulated and the application to the college.

6. Application for credit by articulation.

7. High school will screen potential applicants before transcript when application is submitted through the college.

8. A joint council which will review the articulation program between the college and the school district.

JOINT COUNCIL MEMBERSHIP

8.1. Curriculum Assistant Business Education

8.2. Business Department Chairperson from each high school

8.3. Secretarial Science Program Coordinator

8.4. Designee of the Dean for Academic Affairs

Commerce Division Chairperson

APPENDIX C

MEMORANDUM OF UNDERSTANDING
BETWEEN
MERCER COUNTY COMMUNITY COLLEGE
AND THE
HAMILTON TOWNSHIP SCHOOLS

I. Introduction

Students pursuing specialized skills at the secondary level may find that the college courses in which they enroll duplicate the teaching of skills previously learned. Such duplication of effort is wasteful and leads to student boredom and attrition. One of the major objectives of this agreement is to improve articulation with the Hamilton School District secondary schools and Mercer County Community College by granting college credit to students for competencies mastered at the high school level when those competencies are the same as those required in college courses.

II. Purposes of the Articulation Agreement

A. To provide the opportunity to obtain college credit for competencies mastered at the high school level when those competencies are the same as those required in college courses.

B. To inform and inspire high school students concerning educational career ladders available in the occupational area endorsed by this agreement.

C. To provide a shorter time base for completion of the college degree or certificate for which this agreement is endorsed.

D. To maximize utilization of tax dollars by not duplicating at a tax supported college instruction which has been given at a public secondary school.

III. Overall Guidelines

A. Credit granted for specific courses for competencies mastered at the high school level is only awarded to students who have applied for admission to Mercer County Community College within one year after graduation and have been matriculated into a Mercer County Community College degree or certificate program within two years after graduation from high school.

B. Not more than 20 credits obtained through articulation can be awarded to a student in a given associate degree or certificate program. Only those credits pertaining to the curriculum in which the student has matriculated will be placed on the transcript.

C. Credit awarded will be entered on the transcript as credit by exam in the credits for graduation column and will not be included in the student's quality point average.

D. An articulation form is certified by the high school and attached to the official transcript which is submitted to the Assistant Dean for Student Services by the same procedure used for admission to the college. Certification of the articulation form

assures the college that the student meets all of the competencies outlined for the articulated courses.

E. Only those courses at the high school and college which have been reviewed and certified by faculty from both institutions as having the same competencies may be articulated. The master list of articulated courses with competencies shall be on file at Mercer County Community College (STAR and Commerce Division) and at the Hamilton Township School District's designated office.

F. The articulation form is placed in the student's permanent record file. Copies are sent to the Dean for Academic Affairs, Division Chairperson, and Program Coordinator.

G. Student Admissions and Records (STAR, MCCC) sends the student a form letter stating:

1. The equivalent college credits which will be awarded if the student matriculates.

2. The program coordinator's name and telephone number for any additional questions the student may have.

H. No fee or tuition is charged for credit by articulation. The credits are entered on the transcript in the same manner as credits obtained through an external standardized exam, such as College Level Examination Program (CLEP).

I. If a student proves through poor performance in a course for which the non-traditional learning was a prerequisite that the placement level is too high, the student will be advised of alternatives and of the appropriate course(s) available for enrollment by the Division Chairperson or Program Coordinator. If several instances of improper placement occur from a given high school in one year, the high school will be notified by the Dean for Academic Affairs.

IV. Joint Administrative Council

A joint administrative council will be established and charged with oversight and review of the articulation program. The joint administrative council shall meet at least once in each academic year.

A. Membership: The Hamilton Township School District and Mercer County Community College shall have equal representation unless there is mutual agreement otherwise.

1. College Representation: Dean for Academic Affairs or designee; Division Chairperson or designee; Program Coordinator or designee.

2. School District Representation: Assistant Superintendent for Curriculum or designee; a minimum of one representative from each high school in the district.

B. Responsibilities:

1. Recommend changes and/or additions to the policy governing the articulation agreement.

2. Review of the academic content of the articulated courses to ensure competencies are current and the same at both institutions.

3. Orient faculty to the relevent educational and administrative policies concerning the articulation agreement.

4. Review, in consultation with the faculty, the academic status of articulation students.

V. Miscellaneous

A. Either party may withdraw from this agreement provided written notification is tendered to the other party at least one year prior to the intended date of withdrawal. Such withdrawal must coincide with the end of the academic year.

B. The high school will notify the college in cases where students have completed coursework at the high school level one year prior to graduation. Arrangements for testing will be mutually agreed upon by both institutions. The regular credit-by-exam fee will apply in such cases.

C. This Memorandum of Agreement applies to only those programs/courses outlined on the attached addendum.

FOR THE COLLEGE:

President
Mercer County Community College

6/10/85
DATE

FOR THE SCHOOL DISTRICT:

Superintendent of Schools
Hamilton Township Schools

6/19/85
DATE

MEMORANDUM OF UNDERSTANDING
BETWEEN
MERCER COUNTY COMMUNITY COLLEGE
AND THE
TRENTON SCHOOL DISTRICT

I. Introduction

Students pursuing specialized skills at the secondary level may find that the college courses in which they enroll duplicate the teaching of skills previously learned. Such duplication of effort is wasteful and leads to student boredom and attrition. One of the major objectives of this agreement is to improve articulation with the Trenton School District secondary schools and Mercer County Community College by granting college credit to students for competencies mastered at the high school level when those competencies are the same as those required in college courses.

II. Purposes of the Articulation Agreement

A. To provide the opportunity to obtain college credit for competencies mastered at the high school level when those competencies are the same as those required in college courses.

B. To inform and inspire high school students concerning educational career ladders available in the occupational area endorsed by this agreement.

C. To provide a shorter time base for completion of the college degree or certificate for which this agreement is endorsed.

D. To maximize utilization of tax dollars by not duplicating at a tax supported college instruction which has been given at a public secondary school.

III. Overall Guidelines

A. Credit granted for specific courses for competencies mastered at the high school level is only awarded to students who have applied for admission to Mercer County Community College within one year after graduation and have been matriculated into a Mercer County Community College degree or certificate program within two years after graduation from high school.

B. Not more than 20 credits obtained through articulation can be awarded to a student in a given associate degree or certificate program. Only those credits pertaining to the curriculum in which the student has matriculated will be placed on the transcript.

C. Credit awarded will be entered on the transcript as credit by exam in the credits for graduation column and will not be included in the student's quality point average.

D. An articulation form is certified by the high school and attached to the official transcript which is submitted to the Assistant Dean for Student Services by the same procedure used for admission to the college. Certification of the articulation form

assures the college that the student meets all of the competencies outlined for the articulated courses.

E. Only those courses at the high school and college which have been reviewed and certified by faculty from both institutions as having the same competencies may be articulated. The master list of articulated courses with competencies shall be on file at Mercer County Community College (STAR and Commerce Division) and at the Trenton School District's designated office.

F. The articulation form is placed in the student's permanent record file. Copies are sent to the Dean for Academic Affairs, Division Chairperson, and Program Coordinator.

G. Student Admissions and Records (STAR, MCCC) sends the student a form letter stating:

1. The equivalent college credits which will be awarded if the student matriculates.

2. The program coordinator's name and telephone number for any additional questions the student may have.

H. No fee or tuition is charged for credit by articulation. The credits are entered on the transcript in the same manner as credits obtained through an external standardized exam, such as College Level Examination Program (CLEP).

I. If a student proves through poor performance in a course for which the non-traditional learning was a prerequisite that the placement level is too high, the student will be advised of alternatives and of the appropriate course(s) available for enrollment by the Division Chairperson or Program Coordinator. If several instances of improper placement occur from a given high school in one year, the high school will be notified by the Dean for Academic Affairs.

IV. Joint Administrative Council

A joint administrative council will be established and charged with oversight and review of the articulation program. The joint administrative council shall meet at least once in each academic year.

A. Membership: The Trenton School District and Mercer County Community College shall have equal representation unless there is mutual agreement otherwise.

1. College Representation: Dean for Academic Affairs or designee; Division Chairperson or designee; Program Coordinator or designee.

2. School District Representation: Assistant Superintendent for Curriculum or designee; the High School Principal or designee; the Department Chairperson or Designee.

B. Responsibilities:

1. Recommend changes and/or additions to the policy governing the articulation agreement.

2. Review of the academic content of the articulated courses to ensure competencies are current and the same at both institutions.

3. Orient faculty to the relevent educational and administrative policies concerning the articulation agreement.

4. Review, in consultation with the faculty, the academic status of articulation students.

V. Miscellaneous

A. Either party may withdraw from this agreement provided written notification is tendered to the other party at least one year prior to the intended date of withdrawal. Such withdrawal must coincide with the end of the academic year.

B. The high school will notify the college in cases where students have completed coursework at the high school level one year prior to graduation. Arrangements for testing will be mutually agreed upon by both institutions. The regular credit-by-exam fee will apply in such cases.

C. This Memorandum of Agreement applies to only those programs/courses outlined on the attached addendum.

FOR THE COLLEGE:

President
Mercer County Community College

6/6/85
DATE

FOR THE SCHOOL DISTRICT:

Superintendent of Schools
Trenton School District

6/11/85
DATE

APPENDIX D

ARTICULATION AGREEMENT

MERCER COUNTY COMMUNITY COLLEGE
and
HAMILTON TOWNSHIP SCHOOL DISTRICT

SECRETARIAL SCIENCE ENDORSEMENT

The courses listed below have been reviewed by secretarial science faculty at Mercer County Community College and business education faculty at the three Hamilton Township School District high schools participating in this agreement. It is agreed by both parties that the competencies taught in the high school courses are the same as those taught in the college courses. Furthermore, it is agreed that only those students who have completed the high school courses with a B or better in the highest level course of the sequence are eligible for articulation credit.

PROCEDURE AT THE HIGH SCHOOL

1. Students shall apply to Mercer County Community College using the standard application procedure.
2. The student must request from his/her guidance counselor an application for credit by articulation. The completed form must be returned to the guidance counselor.
3. The application must be approved by the School Principal or designee with a listing of those courses for which articulation credit is appropriate. The application form must be attached to the official transcript supplied to Mercer County Community College.
4. In cases where a student has not taken an articulated business course in the last year of high school, arrangements must be made for testing to ensure that there is competency in courses for which articulation credit is being applied.

ARTICULATED COURSES

HIGH SCHOOL	COLLEGE	
B 214 Typing I	SY 101 Typing I	2 Credits
B 414 Typing II	SY 102 Typing II	2 Credits
B 416 Stenography I	SY 103 Stenography I	3 Credits
B 636 Trancriptions	SY 104 Stenography II	3 Credits
B 816 Cooperative Office Education	SY 208 Office Procedures	3 Credits

Maximum Number of Credits Through Articulation: 13 Credits

Irene Corwin
Dean For Academic Affairs
Mercer County Community College

Charles K. Wolfe
Director of Secondary Education
Hamilton Township Schools

ARTICULATION AGREEMENT

MERCER COUNTY COMMUNITY COLLEGE
and
TRENTON SCHOOL DISTRICT

SECRETARIAL SCIENCE ENDORSEMENT

The courses listed below have been reviewed by secretarial science faculty at Mercer County Community College and business education faculty at the Trenton Central High School. It is agreed by both parties that the competencies taught in the high school courses are the same as those taught in the college courses. Furthermore, it is agreed that only those students who have completed the high school courses with a B or better in the highest level course of the sequence are eligible for articulation credit.

PROCEDURE AT THE HIGH SCHOOL

1. Students shall apply to Mercer County Community College using the standard application procedure.
2. The student must request from his/her guidance counselor an application for credit by articulation. The completed form must be returned to the guidance counselor.
3. The application must be approved by the high school principal with a listing of those courses for which articulation credit is appropriate. The application form form must be attached to the official transcript supplied to Mercer County Community College.
4. In cases where a student has not taken a business course in the last year of high school, arrangements must be made for testing to ensure that there is competency in courses for which articulation credit is being applied.

ARTICULATED COURSES

HIGH SCHOOL	COLLEGE	
421 Typing I	SY 101 Typing I	2 Credits
441 Typing II	SY 102 Typing II	2 Credits
440 Shorthand I	SY 103 Stenography I	3 Credits
444 Shorthand II	SY 104 Stenography II	3 Credits
445 Secretarial Training	SY 208 Office Procedures	3 Credits

Maximum Number of Credits Through Articulation: 13 Credits

Dean For Academic Affairs
Mercer County Community College

Principal
Trenton Central High School

APPENDIX E

MERCER COUNTY COMMUNITY COLLEGE

Application for Credit by Articulation

SECRETARIAL SCIENCE

This application must be attached to the official school transcript.

Applicant's Name_____ Social Security #_____

Address_____ City_____State_____ Zip_____

Telephone Number_____

I request credit by articulation for the approved courses listed below. I understand that to receive credit by articulation I must be admitted to Mercer County Community College within one year after high school graduation and must matriculate in the secretarial science program within two years after high school graduation.

_____ _____
Applicant's Signature Date

.....

For Hamilton Township School District use only.

High School_____

Articulated Courses

HIGH SCHOOL	COLLEGE		Recommendation For Approval (Please initial.)
B214 Typing I	SY101 Typing I	2 Credits	_____
B414 Typing II	SY102 Typing II	2 Credits	_____
B416 Stenography I	SY103 Stenography I	3 Credits	_____
B636 Trancriptions	SY104 Stenography II	3 Credits	_____
B816 Cooperative Office Education	SY208 Office Procedures	3 Credits	_____

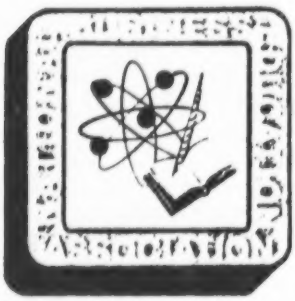
Recommended Number of Credits Through Articulation: _____ credits

_____ has successfully completed the high school courses initialed above with a B or better, or a B or better in the highest level of the sequence. See the attached transcript.

Highest level of typing sequence: B414 Typing II
Highest level of Stenography sequence: B636 Transcriptions

_____ HIGH SCHOOL:_____
Signature, Principal

APPENDIX F



NATIONAL BUSINESS COMPETENCY TESTS #3306

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National Business Education Association
Reston, Virginia

TYPEWRITING TEST part 1

Name _____

Date _____

School or Business _____

City/State _____

The purpose of Part 1 is to measure your basic keystroking skills. Section 1 will measure your speed and accuracy on straight copy; Section 2 will measure your speed and accuracy on statistical copy.

You will type each of the timed writings on a separate full sheet of plain paper. A test administrator will direct and time each of the writings.

Section 1: Straight Copy

70-space line
Average Difficulty
All Letters Used
gwam 5'

1. Type a 5-minute writing on the paragraphs at the right.

2. Determine gross words a minute (*gwam*); proofread your copy and circle all errors.

To determine *gwam*:

1. Read figure at end of last complete line typed. Use Column 1 if you did not complete all copy and start over. Use Column 2 if you completed all copy and started over.

2. Note in the scale beneath the last paragraph the figure under the last word typed in a partial line.

3. The total of the 2 figures is your 5'*gwam*.

gwam	errors

Words are the raw material for all kinds of personal and business communications, whether they are written or spoken. All those men and women who are adept in the use of words seek clarity in everything they write and say. Clarity results from choosing words with just the right shade of meaning and from arranging those words in the right order so that the intended idea gets through to the reader or the listener quickly and clearly. Those who rise to the top in business and in professional careers learn the art of clarity early.

Vital to the proper choice and ordering of words, however, is thought--the process of analyzing the ideas to be conveyed. Words are also at the root of thought itself. In fact, one definition of thinking is the organizing of ideas through unspoken words. It follows, then, that if people are to write or to speak clearly, they must also think clearly. A major fault of many communicators is that their mouths go into motion before their minds are put into gear. As a result, they write or speak words, but they do not express ideas clearly.

All who develop their capacity to think to a high level use their five senses all of the time. By keeping their senses active and by converting the sense impressions into words that accurately describe their thoughts and feelings, they build up an idea and word bank. This bank of words can be drawn upon when wanted or needed to communicate ideas to others. The ability to do this can be enhanced by listening to good speakers, by reading the works of well-known authors, and by practicing speaking and writing.

| | | |

70 spaces/line

Average Difficulty
All Figures Used

gwam 5

Section 2: Statistical Copy

1. Type a 5-minute writing on the paragraphs at the right.

2. Determine gross words a minute (*gwam*); proofread your copy and circle all errors.

To determine *gwam*: follow steps on page 1.

gwam | errors

A recent study of the typing ability of 3,938 students in 18 high school systems distributed among 15 states of the nation provides us with interesting data. On 5-minute straight-copy writings, students typed an average of 31.42 words a minute at the end of 18 weeks of practice. The top 25% of the students typed 37.44 or more words a minute, while the bottom 25% typed 26.25 or fewer words a minute. By the end of the year (36 weeks of practice), the same students reached an average of 40.19 words a minute. The top 25% typed 46.71 or more words a minute, while the bottom 25% typed 34.49 or fewer words a minute. The copy used in the study was of average difficulty: average number of syllables per word, 1.5; average word length, 5.6 strokes; and percent of very common words, 80.

In the same study, students averaged 8 errors in 5 minutes at the end of 18 weeks of practice, the top 25% making 5.4 errors or fewer, but the bottom 25% making 11.15 errors or more. By the end of the year (36 weeks), the average error score was 7.55 errors, the top 25% of students making 4.7 or fewer, but the bottom 25% making 10.35 or more. When actual errors were converted to percent of words typed, however, accuracy was seen to increase more dramatically--from an average of 5.36% error at the close of Week 18 to an average of 3.96% error at the close of Week 36. This information shows that as speed continued its rather steady rise and the number of errors made in 5 minutes began to level off, the number of errors per 100 words typed dropped significantly.

gwam 5' | 1 | 2 | 3 |

Please supply the following information:

Check with an X the kind of typewriter you used to complete Sections 1 and 2 of this test.

Manual _____

Type-bar electric _____

Selectric (or other single-element machine) _____

Write the number of semesters or quarters of typewriting training you have completed.

Semesters _____

Quarters _____

Job 2: Business Letter

1. On plain paper of standard size, type an original and one carbon copy of the letter at the right.
2. Use any accepted letter style.
3. Correct all errors you make as you type.

(¶) indicates a new paragraph.

June 15, 19--

Mrs. Donna J. Berson Personnel Director Stevenson Industries
735 Randolph Street Detroit, MI 48226 Dear Mrs. Berson

We appreciate the opportunity to evaluate five of your top managers who are in line for promotion to the position of general manager. Your decision to provide your board of directors with an independent rating of each of these candidates is both sensible and fair. (¶) Our team of consultants will be at your headquarters during the last week of July. Will you please arrange to have a small office available for their use during that time? I have listed on the enclosed schedule the times for each interview session. Note that each of these interviews will last just one hour. (¶) We shall analyze and rate each candidate's abilities and work experience and shall then issue a report of our findings within two weeks. Meanwhile, will you please send us the personnel records of these five men and women along with any other data that might be helpful to us.

Sincerely yours Richard E. Cruz President (Reference Initials)
Enclosure

[Words in body: 172]

Job 3: Table

1. Type the table at right on a full sheet of plain paper.
2. Center the table horizontally and vertically; double-space the body of the table.
3. Use appropriate spacing below the headings and between columns.
4. Correct all errors you make as you type.

GENERAL MOTOR WORKS
Number of Employees

Department	Manager	No.
Accounting	Clarence Holmes	43
Executive	Dean Ramsey	28
Legal	Leona Sears	5
Marketing	Roberta Polasek	83
Personnel	Manuel Sanchez	29
Production	S. M. Westbrook	1,390
Public Relations	Lucille Oakley	17
Purchasing	Jennifer Kendall	18
Research	Andre Torreau	27
Total		1,640

Job 4: Report Manuscript

1. On plain paper of standard size, type the following report in unbound form.

2. Double-space the body and indent paragraphs 5 spaces. Number page 2, but not page 1.

3. Make all corrections indicated. In addition, correct all errors you make as you type.

words

AND WORD

DATA PROCESSING 5

Systems Approach to Modern Business Management 15

Data processing is "any operation or combination of operations on data and consists 32
of the sequence of steps involved in manipulating business information."[1] 45
It includes recording, classifying, sorting, merging, retrieving, calculat- 61
ing, transmitting, summarizing, and reporting. 71

¶ Word processing is "the transformation of ideas and information into a 85
readable form of communication through the efficient organization of people, 100
procedures, and equipment; the automation of document production."[2] Word 115
processing is to qualitative data or words, in effect, what ~~electric~~ electronic data 130
processing is to quantitative data or figures. 140

Words and data have been processed by business for centuries, but 153
modern data and word processing began with the invention of the ~~electric~~ electronic computer 170
and the automatic electric typewriter, respectively. Initially, each was 185
used to perform only specific, limited functions in the office. The speed and accuracy 202
with which such ~~equipment~~ machines performed these functions led, however, to the 217
analysis of entire systems and procedures of information processing and gave 232
birth to the "systems approach" to business management. ¶ It is estimated that during 249
the 1980's ~~as many as~~ at least 500,000 small-scale computers and over 750,000 263
microprocessors will be in use by American business. It is difficult to ~~get~~ obtain 279
numerical estimates of the expected growth of word processing equipment 293
utilization because data and word processing systems are interrelated and because 309
of the ~~comparative~~ youth of word processing systems per se. 320

It is safe to say, ~~nevertheless~~ however, that the system approach to business 324
management through the use of data and word processing equipment is destined to be 350
the "wave of the future." 356

359

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[1] Elias M. Awad, Business Data Processing (4th ed.; Englewood Cliffs: 379
Prentice-Hall, Inc., 1975), p. 6. 395

[2] Helen M. McCabe and Estelle Popham, Word Processing (New York: Har- 403
court Brace Javanovich, Inc., 1977), p. 17. 412

APPENDIX G

NATIONAL BUSINESS ENTRANCE TESTS

2505

National Business Education Association, 1906 Association Drive, Reston, Virginia 22091

STENOGRAPHIC TEST

Directions:

1. This test is designed to measure your ability to take dictation and transcribe it under office conditions. Thirty minutes are allowed for dictation and redictation.
2. You are allowed 90 minutes for transcribing. You need not complete all the work to earn a good score.
3. This folder contains:

   12 sheets of letterhead paper
   8 manifold carbon paper sets
   1 sheet of white paper

4. Place all completed transcripts in this folder.
5. Turn in *separately* your unused and spoiled supplies and all of your shorthand notes.

Please Print:

Last name First name Initial

Street City State

Age _____ years Test date _____ 19____

Name of your school or employer

Address of your school or employer

School where test is taken

City where test is taken

For Official Scorer's Use Only:

Part	Possible points	Penalties	Earned score
1	9		
2	9		
3	9		
4	11		
5	11		
6	11		
7	14		
8	14		
9	16		
10	16		
11	18		
12	20		
13	22		
Total	180		
Bonus, 1 point for each minute saved (if all transcripts are acceptable)			
Total score _____			

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Total time	Part 1 time	
		ANNOUNCE: "Part 1"
0	Start	Dear Mr. Barnes:
	15	Thank you for your letter suggesting many ways of saving money on the shipment and delivery of the various sizes of our cartons of merchandise to our customers.
	30	The information you have given us will result in tremendous savings, and we want you to know we appreciate it. Please send
	45	us a current schedule of charges for shipping merchandise by truck to major destination points in the country.
1:00	1:00	Very truly yours,
		15 second pause ANNOUNCE: "Part 2"
Total time	Part 2 time	
1:15	Start	Gentlemen:
	15	We are contemplating starting an intensive advertising campaign early this fall to promote our products.
	30	This campaign will involve a national program of advertising by means of magazines, radio, television, and newspapers.
	45	Perhaps billboards and other advertising media will be added later, but right now we should like to have you submit a detailed proposal to include only the methods mentioned.
2:15	1:00	Yours truly,

2:00 minutes for redictation. Answer any reasonable questions.
ANNOUNCE: "Part 5"

Total time	Part 5 time	
7:00	Start	Dear Mr. Coleman:
	15	Thank you for informing us of the error made by our billing department recently. We have checked our invoice
	30	No. 768 against your ledger record and find that you should have been billed for $179.60 instead of $197.60.
	45	Obviously the mistake was caused by a transposition error on the part of the typist. We know you appreciate
	1:00	the fact that mistakes of this kind occasionally happen, and we have made the necessary correction in our records.
		You will receive a corrected bill in a few days.
8:15	1:15	Very truly yours,

15 second pause
ANNOUNCE: "Part 6, prepare one carbon copy"

Total time	Part 6 time	
8:30	Start	Dear Miss Fowler:
	15	Thank you for your request for pamphlets, brochures, and other types of business publications which might be suitable for supplementing your instructional materials in your clerical training class.
	30	Enclosed are three items for your examination which I think might be very helpful. I would particularly recommend
	45	the pamphlet entitled "Ways to Increase Office Efficiency."
	1:00	We shall be glad to send you 40 copies of any or all of these publications.
		Also we shall be pleasec to send you a speaker for your class upon request.
9:45	1:15	Sincerely yours,

		2:00 minutes for redictation. Answer any reasonable questions. ANNOUNCE: "Part 9, prepare one carbon copy"
Total time	Part 9 time	
15:15	Start	Dear Mr. Anderson:
	15	It is quite understandable that you are disappointed with the materials which you received on June 17, and we are very sorry for the inconvenience you have been caused.
	30	We reported this matter immediately to our representative,
	45	Mr. Chandler, and asked him to examine these materials and make tests under your working conditions. He should be there within two or three days.
	1:00	Under the circumstances, there is little more we can suggest
	1:15	by letter since we have not previously had reports of experiences similar to yours.
	1:30	If Mr. Chandler should be unable to correct the difficulty on the spot, we will send a technical expert to investigate the matter. Thank you for informing us of the problem so promptly.
17:00	1:45	Cordially yours,
		15 second pause ANNOUNCE: "Part 10, prepare two carbon copies"
Total time	Part 10 time	
17:15	Start	Dear Mr. Harris:
	15	Following your application for a dealership, we had our representative, Jack Williams, make a study of your business
	30	including such factors as financial condition, public relations image, and quality of leadership.
	45	You have met our requirements from every standpoint, and you are hereby approved as our official dealer in your territory. Please sign the enclosed contract and return it
	1:00	as promptly as possible.
	1:15	We have complete confidence that you will be successful with our superior line of products and that our relations during the coming years will be mutually pleasant and profitable.
	1:30	You will receive a complete line of our products, suggestions for advertising, and a set of window displays.
19:00	1:45	Very sincerely yours,

Total time	Part 13 time	
		15 second pause ANNOUNCE: "Part 13"
25:45	Start	TO: All Employees FROM: J. W. Edwards, President SUBJECT: Public Relations Good public relations is the responsibility of every employee
	15	of our firm, not just the members of the Public Relations Depart-
	30	ment alone. It is their duty to formulate public relations
	45	policies and to develop plans for putting them into practice. It is the responsibility of each employee of the firm to serve the
	1:00	public in such a way that a favorable impression will be created no matter what his job may be.
	1:15	It must be remembered that public relations extends beyond the walls of the building in which you work. The image of our company is affected by your actions on the golf course, in
	1:30	your church, in your civic club affairs, and in every aspect of your community life.
	1:45	The whole matter may be summed up in this way. It someone sees you exhibit some bad attitude or trait, he is likely to say,
	2:00	"If that person is a typical employee of the Springfield Business Associates, Inc:, I don't want any part of it." On the other hand,
	2:15	if you create a favorable impression, he unconsciously transfers this
28:15	2:30	good impression to the company for which you work.
		2:00 minutes for redictation. Answer any reasonable questions.
30:15		ANNOUNCE: "You will now have 5 minutes for a rest period."

10

APPENDIX H

NATIONAL BUSINESS COMPETENCY TESTS

National Business Education Association, 1906 Association Drive, Reston, Virginia 22091

OFFICE PROCEDURES TEST

Part 1 measures your skills for general office services.

Job 1: Filling Out a Job Application Form

Directions: First, you are applying for a position as a general office worker. Fill in the following application with a pen. Use N/A for any item which does not apply to you. You are to complete every blank.

PERSONAL DATA

Name _____ Social Sec. No. _____
Last First Middle

Address _____ Telephone (___) _____
Street City State ZIP

Type of position you are applying for _____

Date of birth _____

EDUCATION, SKILLS AND TRAINING

Name and location of School	Dates Attended	Course of Study	Grade Average
High School			
Other Schooling			

What is your present speed in words per minute? Typing _____ Shorthand _____

Can you operate the following? Word processing equipment _____ Transcribers _____

Adding machine _____ Calculator _____ Reprographic equipment _____

Describe any other office training, skills, or abilities you have _____

WORK EXPERIENCE (List the two most recent positions including part-time or summer jobs.)

Employer _____ Description of duties _____

Address _____

Supervisor _____ Dates employed _____ to _____

Employer _____ Description of duties _____

Address _____

Supervisor _____ Dates employed _____ to _____

Signature _____ Date _____

Scoring: 34 entries at 1 point each 1-34 _____

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Job 2: Office Services—Comparing Words and Numbers

Directions: The information on the handwritten record is correct. If the information on the computer print-out is different from the handwritten record, write the correct computer print-out information in the blank to the right. If the computer print-out information is correct, write "NC" (no change) in the answer column.

Sales Record

	Social Security Number	Last Name	First Name	Sales
0	466-02-6842	Adams	Walter	$ 666.00
1	119-16-4226	Avery	Kent	1088.00
2	466-13-1128	Dawkins	Tanya	1211.00
3	466-51-7964	Haynes	Gwen	926.00
4	466-34-5236	Lawsen	Michael	842.00
5	119-15-2273	Nelson	Phillip	826.00
6	466-38-1845	Peterson	Connie	314.00
7	466-50-2319	Riley	Donna	726.00
8	466-48-4902	Stevens	Karla	1088.00
9	466-70-9190	Williams	Hazel	376.00
10	466-16-2836	Young	John	1384.00

Sales Record

Social Security Number	Last Name	First Name	Sales
466-02-8842	Adams	Walter	$ 666.00
119-16-4220	Avery	Kent	1088.00
466-13-1128	Dawkins	Tanya	1212.00
466-51-7964	Haynes	Gwen	926.00
466-34-5236	Lawson	Michael	842.00
119-15-2273	Nelson	Phillip	826.00
466-36-1845	Peterson	Connie	314.00
466-50-2319	Riley	Donna	726.00
466-48-4902	Stevens	Carla	1088.00
466-70-9193	Williams	Hazel	376.00
466-16-2836	Young	John	1384.00

Answers

Example: 466-02-6842

35-36 _____

37-38 _____

39-40 _____

41-42 _____

43-44 _____

45-46 _____

47-48 _____

49-50 _____

51-52 _____

53-54 _____

Scoring: 10 entries at 2 points each

Job 3: Office Services—Proofreading

Directions: Read carefully line by line the business letter below. Underline any error that was made and, on the blank beside the number at the right, write the correction. Look for the following kinds of errors: capitalization, punctuation, incorrect grammar, and poor word choice. The first three lines are done for you as examples. If there is no error on a line, write none.

November 2, 19__

Dr. Mary Collins — Example: none
533 North Haven Drive — none
Hamilton Ohio 45214 — , Ohio or , OH

Dear Dr. Collins, — 55-57 _____

Thank you for your inquiry of august 5 and for your interest in our new book, Office Etiquette. — 58-60 _____ / 61-63 _____

The book is scheduled for release next Spring. At the present time the authors are all ready contacting office managers to collect as much data as possible before the final revisions is made. — 64-66 _____ / 67-69 _____ / 70-72 _____ / 73-75 _____

The purpose of the book is not to establish rules of etiquette. Rather, its objective is to report excepted standards in todays office. — 76-78 _____ / 79-81 _____ / 82-84 _____

We appreciate your comments. Can we have someone call on you for further information? — 85-87 _____ / 88-90 _____

Sincerely,
Harold Jones

Scoring: 12 entries at 3 points each _____

Job 4: Office Services—Editing

Directions: This schedule of events contains five *content* errors (these do not include spelling or grammar errors). The errors were made while planning the schedule. Look for items that are illogical or omissions that would confuse the reader. Circle the content errors. There is *one* error for each of the blanks shown in the right margin. Study the example before starting the job.

WISCONSIN MANAGEMENT ASSOCIATION

FIFTH ANNUAL WORKSHOP

Tower Regency Hotel, Milwaukee

(June 5-9)

Schedule of Events

Example: The error in the date to the left is circled. Since the workshop is for 2 days, it cannot be for June 5-9.

Monday, June 5

8:30 a.m.	Orientation Session	Ballroom	
9:00 a.m.	"Improving Morale," Carl Rackler	Gold Room	
9:00 a.m.	"Delegating Authority," Carl Rackler	Blue Room	91-93 _____
10:30 a.m.	"Expecting Success," James Parker	Gold Room	
10:30 a.m.	"Recognizing Success," Susan Girard	Blue Room	
12:15 a.m.	Luncheon	Ballroom	94-96 _____
2:00 p.m.	Roundtable Discussion		97-99 _____

Tuesday, July 6

8:30 a.m.	Committee Meetings	Green Room	100-102 _____
10:15 p.m.	Luncheon	Ballroom	103-105 _____
2:00 p.m.	Business Meeting and Planning Session	Gold Room	

Scoring: 5 entries at 3 points each _____

3

Job 5: Office Services—Mail Activities

Directions: Five classes of domestic mail are given in Column I. Select the class of mail which should be used for each of the examples given in Column II. Write the letter of the class of mail on the line in Column III.

Column I	Column II	Column III
A. First-class mail	A letter containing a check	106 _____
B. Second-class mail	A mailing of advertising circulars to 2000 customers	107 _____
C. Third-class mail	Postal cards	108 _____
D. Fourth class mail	Books returned to the publisher	109 _____
E. Mixed classes of mail	A 12 ounce package containing a letter	110 _____
	A catalog	111 _____
	A magazine	112 _____
	A package weighing two pounds	113 _____
	A monthly statement of account	114 _____
	The original of a 3-page, typed report	115 _____

Directions: Write the letter of the best response in the space at the right.

1. Identify the type of mail service that normally provides for the fastest handling and delivery for any type of mail. 116 _____
   (A) first-class mail (B) special delivery (C) certified mail (D) registered mail

2. What type of mail service would you use for a package that is to be insured for $300 and for which you wish to receive a receipt for proof of delivery? 117 _____
   (A) insured mail (B) special delivery (C) certified mail (D) registered mail

3. The process of writing helpful information on a piece of incoming correspondence so that the person receiving the mail will have it when he/she answers the letter is known as 118 _____
   (A) indexing (B) previewing (C) annotating (D) cataloging

4. For which of the following mail classes is the "special handling" mail service available? 119 _____
   (A) first-class (B) third-class (C) fourth-class (D) second-class

5. To which of the following would you give initial priority in the sorting of incoming mail? 120 _____
   (A) a package sent by first-class mail (B) a letter sent by registered mail
   (C) a letter sent as first-class mail (D) a letter sent by certified mail

Scoring: 15 entries at 1 point each _____

Job 6: Office Services—Telephoning

Directions. In each of the following situations select the response that is the most appropriate.

Mr. Blagg has gone golfing with a client for the afternoon. When he receives a telephone call, the person answering the phone should say:

A. Mr. Blagg is out of the office for the afternoon. May I help you?
B. Mr. Blagg is not available right now. May I help you?
C. Mr. Blagg has taken the afternoon off. May I take a message? 121-122 _____

Mrs. Scott has asked you to screen her calls while she is completing an important report. She does not want to be disturbed unless the call is urgent. The caller identifies herself as a friend whom Mrs. Scott talks with frequently. The receptionist should say:

A. I'm sorry but Mrs. Scott is not accepting calls at this time.
B. I'm sure she will want to talk with you. I'll call her now.
C. Mrs. Scott is not available at this time. May I take a message? 123-124 _____

In the above situation the caller is an important client whom Mrs. Scott has been trying to contact. The receptionist should say:

A. Mrs. Scott is expecting your call.
B. Mrs. Scott is busy now. She will call you as soon as she is finished.
C. Mrs. Scott is not available at this time. May I take a message? 125-126 _____

The caller asks to speak to the president, Mr. Barber. The receptionist's responsibility is to screen calls and redirect the call to another person if possible. The caller is obviously unhappy about something. The receptionist should say:

A. Mr. Barber is not available. Is there someone else who can help you?
B. What is the purpose of your call?
C. Mr. Barber is not accepting calls. May I help you? 127-128 _____

Scoring: 4 entries at 2 points each _____

Directions. The following is a message taken by a receptionist. What additional information should the receptionist have recorded in order to aid Mr. Jones in returning the call?

11/9 Mr Jones: You had a call from Bessmer Co.
They asked you to return the call before 4:00
this afternoon.

_____

_____

_____

_____

_____

Scoring: 10 points for the correct answer 129-138 _____

_____

5

Job 7: Indexing and Filing—Alphabetizing

Directions: Arrange each set of names in alphabetic order. The first set is completed as an example.

D. R. Osmond	Example:	Osborne, William
Donald Osmone		Osbourne, Alice
William Osborne		Osmond, D.R.
Alice Osbourne		Osmone, Donald
Rhonda McGhee	139 140	
Ralph Mace	141 142	
R. L. MacGregor	143 144	
Ruby R. McGee	145 146	
Sullins Co.	147 148	
Esther Sullens	149 150	
The Sullins Cooperative, Inc.	151 152	
Ms. Constance Sullins	153 154	
R & B Auto Parts	155 156	
Rand Sheet Metal Co.	157 158	
The Shirley Rand Co.	159 160	
Rand and Shuster, Attorneys	161 162	
U.S. Dept. of Agriculture	163 164	
United Fuel Co.	165 166	
Union Furniture Mart	167 168	
Deborah G. Underwood	169 170	

Scoring: 16 entries at 2 points each _____

Job 8: Indexing and Filing—File Labels

Directions: Type or write on these file labels the remaining three names in set 1, above. Use correct indexing arrangement as shown in the example.

Example:

McGhee, Rhonda	

171 172 _____

173 174 _____ 175 178 _____

Scoring: 3 entries at 2 points each _____

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